THE TIMES
Higher Education
SUPPLEMENT

Lancaster proposals ill-founded, say staff

by Ngaio Crequer

A Lancaster University proposal to close four departments and a regional study centre is an attempt to make life so unpleasant for academics that they will want to leave, claim staff.

The proposal contained in a report *Strategy for the 1980s*, drawn up by a small development committee chaired by Professor Philip Reynolds, the vice chancellor, is sharply criticized in several papers drawn up by affected staff.

The plan is that the departments of Russian, Central and South East European Studies, Arabic and Islamic Studies, European Studies and the Centre for North West Regional Studies be phased out within four years. A final decision will be made by an extraordinary meeting of senate on June 11.

The Association of University Teachers has called its own extraordinary meeting for June 10 and the vice chancellor has agreed to address it.

The report makes the unprecedented proposal that students already offered firm places for Russian studies next year should be found places at other universities. Mr Trevor Phillips, president of the National Union of Students this week described this as a shabby move and said every pressure would be put on Lancaster to rescind the recommendation.

"Lancaster has panicked in terms of the financial situation and the University Grants Committee report on Russian Studies. They are quite premature and as a result this business of wanting to shunt people off to other universities will be an absolute disaster."

Some staff claim they were not consulted about the report and others are appalled that no costing is given for a built response which will be put before faculty boards. Mr Clive Church, deputy director of European Studies, says that the changes "... suggest that the university wishes to move towards the centre and status of a College of Advanced Technology and since CATs enjoy lower prestige in the student market it is unlikely that this step will help to raise the quality of home intake."

He says that the proposed strategy does nothing to meet the financial problems either in timing or extent, "... unless the statement (that if staff choose not to move or are unable to, direct savings would not be large) is to be understood as suggesting that the object ... is to make life so unpleasant that they will choose to go elsewhere in the short term."

He says that there is a deliberate refusal to accept academic arguments in its review of the humanities and that it is unfair to concentrate on small departments as requests for staff have in some cases been systematically refused over the years.

The report is insular and calls into question the university's commitment to new ideas. The offer of staff redevelopment is cynical and superficial, he says.

In its response the department of Central and South Eastern European Studies points out that the university labelled it a centre of excellence in 1976, and it is admired both in Britain and abroad. It is also unrealistic to assume that the unique Comenius library could be sustained in the absence of a department.

Staff at the regional study centre point out that the unit acts as an ambassador for the university.

Mr Alan Wood, of the Russian department, said everyone was dismayed with the report. "We are determined to resist it so that the unit of expertise that has been developed can be maintained and we can continue to contribute to the intellectual life of the university."

● Reading University has deferred a decision on its Russian department. A report recommending rejection of a UGC proposal to phase out the department has been referred to the faculty board, which meets next October.

Lord Leverhulme (left), the new chancellor of Liverpool University, at the university's dairy farm last week before his installation. With him are Professor J. O. L. King (right) who becomes president of the Royal College of Veterinary Surgeons next month and Mr Michael Cureton, the farm manager. Lord Leverhulme, chairman of the farm's management committee, succeeds the late Sir Kenneth Wheare.

Boroughs face £50m ILEA bill

by John O'Leary

Three London boroughs may each have to raise an extra £40m to £50m from their rates to finance education services if the Inner London Education Authority is disbanded according to research published this week.

A report by Mr Tony Travers, of North East London Polytechnic, details the cost to the various boroughs of operating within the ILEA and concludes that without some mechanism to spread costs in the capital there would be huge shifts in rate burden and levels of service.

The three boroughs which would suffer most include Wandsworth, one of the main advocates of abolition of the education service. Mr Travers estimates that, together with Greenwich and Lewisham, the borough presently benefits from the system of resource equalization to the tune of more than £40m.

In an analysis of costs and benefits calculated by comparing contributions to the ILEA with the size of the school-age population, the report deduces that only four boroughs are "net losers" under the present arrangements. The biggest contributor is Westminster, but the most dramatic example of the way the present system works is the City of London, which pays more than £120m for a school-age population of about 160.

The other boroughs to lose out according to the report, *Resource equalization in London*, are the Inner London Education Authority areas Camden and Kensington and Chelsea.

Mr Travers says the only alternative to massive rate increases in some boroughs would be the introduction of a new scheme to share costs with similar effects to the present system. This would involve direct Government decisions on local authority matters, including the unprecedented imposition of certain authorities' subsidising others.

"The additional equalization required would be larger than at the existing mechanisms takes together," the report says. "The City lost £112.53m out of its central needs element collection in 1980/81 in the course of the equalization mechanism. ... If ILEA had been replaced, a rather bigger amount would have had to be moved if rate burdens were to be kept of current levels."

The Government's proposals for block grants to finance local authorities would be no better than the current system, Mr Travers adds, since large amounts would inevitably have to be distributed to the inner London boroughs in the form of negative grants.

Further opposition to the break up of the ILEA has come from the Trades Union Congress, which is writing to Mr Mark Carlisle, Secretary of State for Education, telling him that there are overwhelming reasons for retaining a single authority.

The TUC is also to submit evidence to the ministerial study group examining the authority.

It estimates that costs could rise by 30 per cent under a devolved system and supports the ILEA's record on progressive policies.

Scotland 'neglecting adults'

The Scottish education system is geared to initial preparation for the young, often leading to serious deficiencies in post-school education, says the Scottish Institute of Adult Education, in a reply to the Council for Tertiary Education in Scotland, set up to review Scotland's tertiary system.

The institute maintains there is a fundamental imbalance between provision made for initial and post-initial education and a failure to respond to the concept of recurrent education and the changing age structure of the population.

"It is almost as though discussion and debate on the relationship between experience and learning, the implications of accelerating scientific and social change, and the principles of continuing lifelong or recurrent education had never taken place" says the institute.

It says there should be policy decisions on basic, continuing and recurrent education and suggests that the council set up a working group on adult and recurrent education. It points out that the majority of the adult population left school with no qualifications and that adult literacy, adult education and community education agencies confirm that many people are unable to take advantage of further education and training opportunities as they lack basic skills such as literacy and numeracy.

The institute says there is considerable scope for cooperation between institutions.

It urges education institutions to make provision for older students with part-time courses during the day and evening, individualized programmes.

Czech dissident stops classes

Dr. Julius Tomin, the dissident Czech philosopher, has suspended his weekly unofficial seminars in Prague after almost three years.

Dr Kathleen Wilkes, fellow and tutor in philosophy at St Hilda's College, Oxford, who was expelled from Czechoslovakia last week, said the move could hardly be regarded as a victory for police harassment and brutality.

"The students now meet much more regularly, and more informally. It means they are exchanging philosophical ideas all week and not just once a week, but in smaller groups. It is the Socratic way of philosophy now", she said yesterday.

Dr Wilkes is the third Oxford philosopher to be expelled from Czechoslovakia.

Sickness ballot for lecturers

The Association of University Teachers is to ballot its members on plans to safeguard their pensions if they have to stop work prematurely through ill health.

Under the scheme lecturers who retire on health grounds will be credited with the number of years required to give them the pension they would have expected had they continued to work until the normal retirement age.

Ballot papers are to be sent out in the next two weeks and if there is a majority in favour it will then be subject to negotiation.

AUT members will finance the scheme through contributions.

"The Government will not pay because of the repercussions throughout the public service," said AUT general secretary Mr Laurie Sapper.

Specialist retraining urged for part-time women teachers

Part-time women teachers should be offered retraining in specialist shortage subjects to increase their career prospects, a report published by the Equal Opportunities Commission has recommended.

The report, by Dr Ann Trown and Ms Gill Needham, of Lancaster University, looks at the role and status of part-time teachers and the problems for women teachers and schools caused by a reduction in part-time teaching.

It highlights the career problems part-time teachers face with their low status, poor pay and general isolation from the overall teaching force. In particular the report, funded by the EOC and the Assistant Masters and Mistresses Association, stresses the serious damage to women teachers' careers through reentry to the profession vis-a-vis the part-time route and the difficulties caused by deteriorating opportunities for full-time reentry to teaching.

It says that their career prospects could be greatly increased with retraining in shortage subjects such as maths, science, craft, design or technology.

"The courses should be planned with family responsibilities in mind. This would not only create greater opportunities for part-time teachers but would also provide models with which schoolgirls could identify and improve their achievement in maths and science subjects", says the report.

It also recommends that in-service training should be made available to part-time teachers on the same terms as full-time staff. This would include access to degrees courses and the payment of fees.

Secret deal

from front page

selective weekly, three-day strikes by the BIS. Only one further educational college, the Central College of Commerce in Glasgow is affected, as a token that the BIS further education sector is backing the industrial action.

The management side is to meet staff next week on the eve of the HSC annual conference, although the chairman, Councillor Malcolm Grant maintains that teachers have been offered the maximum amount available.

There is a possibility that if small opening is found the management offer, the two disputes will be forced to arbitration.

All-clear for policy study centre

by Charlotte Barry

Plans for a major new policy studies institute to analyse technical change, have been given the official go ahead by the Government. This follows a delay of several weeks while the proposed Centre For Analysis of Technical Change, a joint venture by the Social Science and Science Research Council, appealed to survive an attempt by ministers at the Department of Education and Science to abandon it.

The most important task now facing the two research councils and the "organizing committee" for CATCH, which is chaired by Sir Michael Swann is the finding of premises to house the project and the appointment of a director.

Both issues are causing intense speculation in academic circles and a number of institutions have shown interest in housing CATCH. These are believed to include both Bath and Southampton universities, while the two research councils are believed to be considering premises at Oxford and Cambridge.

The most important factors in the search for premises are the geographical location and the existence of a major group of the chosen institution which is already working in the field of policy studies and its application to technical change.

Some months ago, the research councils made it clear that although they would favour having premises in London where CATCH could have close contacts with both the civil service and industry there has been the accompanying problem of the cost of premises in the capital city which suggested that they would consider applications from institutions which could provide free space.

Since then, Manchester University and a number of colleges within London University, as well as the Science policy research unit at Sussex University, have shown interest.

NEXT WEEK
David Lodge on the Movement
Walt Rostow on the third world war
Poland's flying university
Oxford Dons aid for Czechs
Four pages on environmental studies
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London gets lion's share from UGC

Dr Parkes: pre-arranged grants

by Ngaio Crequer

About three-quarters of the money set aside by the Government to help the universities to adapt to full-cost fees for overseas students is to go to London. Only others are to receive any of the £5m allocation.

Full details of the University Grants Committee's suggested allocation are being kept secret while the institutions concerned justify their share. But £3.75m is certain to go to the University of London, with the largest share of the remainder being allocated to the University of Manchester Institute of Science and Technology.

In deciding how to allocate the fund to protect postgraduate work of particular importance, the University Grants Committee has tried to avoid giving universities the incentive to cut deficits by helping them out as problems occur, or to give them all extra money irrespective of how many overseas students they attract.

They have told particular universities how much they would consider giving them to protect their postgraduate work if it is affected by a fall in overseas students.

But those not pre-selected at this stage will have no fall-back. The Universities on the list will be able to argue for a larger allocation but this is unlikely to be at London's expense since the UGC believes the greatest risks are to its specialist schools. Lord Annan, the vice-chancellor, said: "I am naturally delighted that the University's specially difficult situation has been recognized and I would wish to thank Mr Carlisle, Dr Rhodes Boyson and the Chairman of the UGC, Dr Parkes, for their help in this matter."

Despite having the next largest allocation, UMIST is one institution likely to put a case for more money from the fund, while other provincial universities may also feel some resentment at the size of London's windfall.

Mr Geoffrey Caston, secretary of the Committee of Vice-Chancellors and Principals, said it remained to be seen whether £5m was anything like enough to cope with the problem. Big questions remained both on this and on the wider issue of the recurrent grants announced this week by Mr Mark Carlisle, Secretary of State for Education.

Although the grants were much as expected, there was no guarantee that they would be sufficient to cope with pay settlements and general price increases, he said.

As Dr Parkes, chairman of the UGC, has told the universities by letter, the grant had to be worked out before it was known how many overseas students would eventually turn up, before the series of dialogue interviews with the universities is concluded and when only one year's grant is known.

He told them: "In those circumstances it has not been possible in the distribution of grant to do more than reflect, to individual universities, the Government's general intention on the level of funding."

Universities should not assume that the grant figures have any relation with the three financial hypotheses put to them by the committee at the end of last year. No decisions will be made on this, the letter says, until autumn.

But universities are warned that it would be "wise to exercise caution" about new academic pro-

continued on back page

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Arbitration for lecturers

The chances that college lecturers would follow school teachers into arbitration on their 1980 pay claim hardened this week when union leaders rejected a new management offer of 9 per cent—reduced to take account of the Clegg Commission's 1 per cent error.

But the major barrier to payment of the questioned Clegg increases of 17.25 per cent was removed when chairman of the mediation committee, Mr John Wardle, agreed to forward the new offer, ratified before Professor Clegg, adopted his fundamental review, to the Secretary of State for Education, Mr Mark Carlisle.

Keeping up payments to bring the pending interim award in line with the Clegg figure should, it was argued, not the balance of the 1979 settlement will be paid from September 1.

Lecturers have hold off going to arbitration but it now seems unlikely that they can continue to do so.

The 13 per cent offer to lecturers was conditional on Professor Clegg confirming his calculations. With the admission that his recommendations were 4 per cent too high, it was felt to be expected that a new offer, in line with the 9.2 per cent made to schoolteachers would follow.

Management worked out the revised offer in three pieces of decision to claw back the alleged overpayment. They say it is the exact equivalent of 13 per cent on the pay rates; Clegg now says he would have recommended.

Hard facts needed from industry, MPs are told

Manpower forecasting cannot provide a basis for planning in higher education, MPs heard this week. Experts on manpower studies, including a representative from the Department of Industry, were giving their view to the House of Commons select committee on education, science and arts, under its chairman Christopher Price.

The HE system was however in need of further guidance and this meant much more research and hard information about the future needs of industry, evidence the Department of Industry said that precise manpower forecasts in terms of numbers and categories for particular industries were not a feasible proposition and were unlikely to provide useful guidelines for detailed educational planning.

"On the other hand", said the Department of Industry, "the general balance between the HE system which has evolved during the period of rapid expansion following the Robbins report, seems to have resulted in an overall balance not well attuned to the needs of industry."

Supporting the case for some form of manpower guidance to HE, the Department said the Unit for Manpower Studies working together with the Department of Education and Science and Insk was looking at ways in which HE could be related to longer term economic and industrial factors.

The unit study of the demand for graduates will be published next month. Its work was hampered because it came under three government departments; Mr A. J. Robin, chairman of the Association of Graduate Careers Advisory Services told the committee.

"We are very badly lacking the information we need particularly on the output of the public and maintained sector of HE", he said. An independent body that could get over the divisions within the civil service was badly needed.

Professor Lucas, from Manchester University of Lancaster, told MPs it was wrong to focus too much on numbers of people, needed all various industries. The content of courses was also vital, he said. "Rather than saying we need so many engineers, we should be making sure the people we are recruiting can count", he said. There was a case for requiring all university entrants to have studied maths to the age of 18.

The importance of maths was also stressed by Mr J. C. Jowett, chairman of the standing conference of employers of graduates. "Employers want graduates who are numerate", he said. "Numerate means differential calculus but it is more likely to mean O-level maths."

Asked about the benefits of the "open tech" currently under discussion, Mr Jowett said that some of the open tech output might have difficulty in finding work because of their age.

California's Proposition Nine rejected

by Clive Cookson
North American Editor

Californian voters have called a halt to their "tax revolt" before causing irreparable harm to the State's superb system of public higher education. This week they which would have cut the state's income by half and state revenues by about a quarter.

Opinion polls early in the year terrified people in state colleges and universities by showing that Proposition Nine enjoyed a two to one majority. This was in sharp contrast to the famous Proposition 13, which ignited the tax revolt in 1978. But many university lecturers, perhaps encouraged by the opponents of the measure, including studied the electorate not to risk serious damage to public services for the sake of a tax cut whose benefits would go mainly to the wealthiest Californians.

Because the prophecies of doom voted against Proposition 13 proved to be both counter-productive as a campaign rhetoric and false as a prediction. Californian educators conducted a low-key campaign against Proposition Nine. But University of California officials were privately extremely worried about the effect of a 25 per cent budget cut.

Howard Jarvis, chief architect of Propositions 13 and Nine, also contributed to the defeat of his own initiative this time by alienating voters with his crude, bombastic manner.

OECD'S gloomy picture of university research

by Robin McKie
Science Correspondent

A "disquieting" picture of decline in university research throughout western countries has been revealed in a special report prepared by the organization for Economic Co-operation and Development.

The report, *The Function of Research in the University*, is being discussed at a special meeting in Paris last week attended by senior government and educational officials from 24 organization countries. Similar trends affecting research in OECD nations, including the United States, are being discussed in Paris this week.

Fluctuating student enrolments;
Decreasing financial resources;
Government pressures to produce "socially relevant" research only;
Changing social values, including increased employment protection and university bureaucracy.

These factors have resulted in a depressing series of consequences. The university research system has become increasingly inflexible because of falling recruitment; there has been a consequent ageing of the university academic community and a reduction in the mobility of creating new research likelihood of creating dependence on fields; and increasing dependence on short-term funding and a decline in postgraduate training.

These trends reflect the problems known to affect British universities, although it is surprising to learn the extent of the crisis in even relatively prosperous and industrially active nations in the developed world.

One solution proposed in the OECD report suggests a lowering of the number of researchers to give them greater access to remaining equipment. "However, to be pursued rationally, such a course would require identification of the most productive, or valuable, research scientists, while the rest are transferred into teaching, administration, or other institutions" it states.

The report admits this would cause considerable difficulties, although such "a draconian approach" could be inevitable if university research was not to be reduced to insignificance by continuing reductions in funds.

Other measures could include recreating universities in which research is performed separately from teaching; or performed only in certain restricted areas of scientific endeavour; or in some universities is not performed at all.

There must also be some greater provision by governments even if working within strict cash limits—to provide more money for equipment, as universities are increasingly unable to provide adequate funds out of research budgets.

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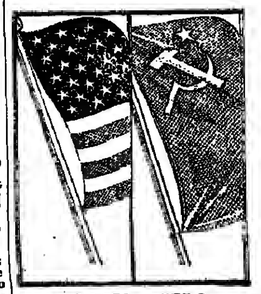

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Scotland lags behind in 16 plus provision

by Olga Wojtas
Scottish correspondent

Scotland's tertiary education sector needs radical and urgent reform, says the Scottish Further Education Association, which represents lecturers in further education colleges.

In reply to the Council for Tertiary Education, which is to review the structure and management of tertiary education in Scotland, the association says that Scotland lags behind all other advanced industrial nations in the scale and quality of provision.

It calls for a network of local colleges and an expanded system of regional colleges to be established as soon as economic circumstances permit, in an effort to achieve a norm where at least 80 per cent of 16-18 year olds take part in education after school, rather than the present 50 per cent.

It adds: "To even suggest closing a college, of whatever type, while other colleges are overflowing, should be to invite ridicule and yet that suggestion is made." A potential obstacle to flexibility is staff attitudes, it suggests, but says it was the almost total lack of involvement of college of education staff in decision making about their future which led to the present defensive and suspicious stance.

The association calls for a unified Scottish tertiary education and training system, saying it sees little merit in the present multiplicity of agencies providing higher education, teacher and technical education, careers guidance and community and adult education. It adds that as most provision inevitably straddles local authority boundaries and that only Strathclyde region is big enough to provide a comprehensive and professional service, the entire tertiary system should be run on a Scotland-wide basis.

The association comments that while there seems to be redeployment of resources within institutions, there is little between institutions. Several central institutions, it points out, have moved progressively away from their traditional monotechnic roles, as have local authority colleges, systematically switching resources from such fields as mining, textiles and shipbuilding into business studies, computer studies and electronics.

"But such rational redeployment of resources between sectors seems impossible. In Ayr, Glasgow, Hamilton, Edinburgh, Falkirk, Dundee and Aberdeen there are substantial underemployed resources in colleges of education while in neighbouring colleges, in some cases less than a mile away, there are really acute accommodation and staffing problems.

It stresses that it takes a comprehensive view of tertiary education, seeing it not as what happens in a stated range of institutions, but a phase of education concerned with making the most of human potential from the end of schooling throughout adult life.

While the further and higher education systems are the principal elements in this, says the association, it urges the council to consider the adult and community education system, trade union education agencies, the careers service, as well as the universities, including the Open University, and the Council for National Academic Awards.

All colleges over a certain size, and groups of smaller colleges, should enjoy the degree of financial and professional autonomy at present enjoyed by the grant aided colleges, it maintains, suggesting that this could be achieved with an agreed general budget and agreed academic plan spanning.

Central institutions and colleges of education enjoy a high degree of delegation which, like the universities, they have used imaginatively. Local authority colleges enjoy very little. The most trivial matters, such as attendance at courses and minor purchases, are closely controlled by the education authorities.

"On the academic side there has been some delegation to academic boards, but largely at the expense of the principal rather than the education committee and never of powers with financial implications, thus all effective decision making is reserved to the directorate, most of whom have no personal experience of the tertiary sector.

"Within colleges, there is a general reluctance to delegate authority to departmental and 'course' level, probably because of the example set from above, when delegation does occur, it is often delegation of unpopular decisions, for example financial cuts. Such unsavoury obligations would be more tolerable if they were the corollary of more positive authority", says the report.

Poly sharpens its economy axe

by David Jobbins

The first formal step towards closing North East London Polytechnic's applied economics department has been taken—despite opposition from senior staff and continuing protests from the unions.

The new polytechnic development plan, which calls for the closure as part of so economy package, now has the backing of the powerful governors' policy and resources subcommittee.

The next stage is when the governors consider the plan on June 20.

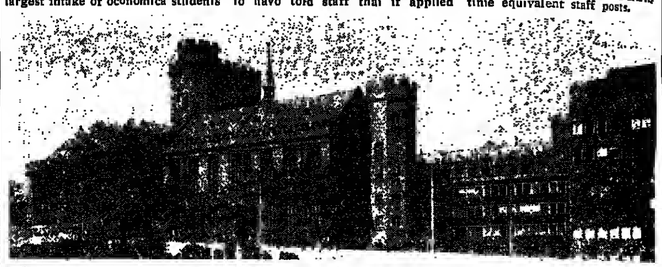
This applied economics BSc has the largest intake of economics students of all London polytechnics—and the second largest in the country.

NELP's academic board has come out firmly against the threatened closure. A resolution passed at its last meeting noted the recommendation from the ad hoc committee of governors. It added that viable courses should not be closed and that no case has been made for axing the department—one of four originally under threat—and terminating its degree course.

Polytechnic director Dr George Brosan has argued that NELP should concentrate on vocational teaching and applied research. He is reported to have told staff that if applied economics is spared, another department must go.

Senior departmental staff have challenged the reasons for the closure. They say that the degree course is cost-effective and only minor savings can be achieved by closing the department; that there is no evidence of oversupply of economics graduates; that demand for the NELP course has increased significantly; and that graduate employment figures suggest the course is vocational.

The BSc course has 176 students with a 1979 intake which increased to 73. The department has 17.5 full time equivalent staff posts.



Firth College (left), founded in 1880, next to the modern faculty of biology.

Sheffield centenary appeal for £1.2m

Sheffield University has launched an appeal for £1.2m to mark the centenary of the foundation of Firth College, which later became the university.

In a ceremony launching the appeal last week, Mr Jim Eardley, chairman, said the main difficulty had been selecting a programme of priorities in the light of the university's many needs, the economic climate, and what was a realistic target.

He outlined the major items included in the appeal. These are a university liaison centre, designed to help university/community communication, help towards a conference/examination hall which will increase social facilities, and modernization of the print unit.

Sheffield also wants to create a special fund to be used to attract scholars from outside whose eminence would benefit students and research work. It seeks £60,000 for this purpose.

Another £200,000 is required to provide for three or four fellowships to enable engineers, doctors and lawyers to stay on for an additional three years to undertake research, rather than to leave after graduation.

Other items seeking financial support are projects undertaken by the medical faculty, the department of metallurgy, and the university's phased plan to improve the campus environment.

Foreign students 'deserve more counselling funds'

University departments with large numbers of overseas students should get more money for academic counselling, a group of students and teachers in higher education recommends.

The proposal, which originated from the Higher Education Group's bo circulated for discussion among group members.

"Commonsense suggests that departments with large numbers of students unfamiliar with the culture will have to devote more time to supporting the student in his learning role", says the document.

"This should be recognized by the institution and reflected in departmental budget, personal remuneration and workload. A percentage of the increased fees should support this positive discrimination".

Academic tutors are accused of "moral cowardice" for failing to give students a clear idea of the progress they are making.

The group sees the "writing on the wall" in Britain assumes that students come here because of its superiority, which was the government's reasoning behind its action on fees. Many students come, for reasons such as established habit and as higher education developed overseas, Britain would have to become less insular to try to offer real superiority.

In a paper supporting the principle of charging overseas students the full cost of their education in Britain, Mr Roger Alford, of the London School of Economics, seen a low-cost source of English-language based higher education.

Many of those coming were not from the Third World and came from an elite whose parents would be willing to pay around £10,000 for a first degree.

Malaysian students accounted for around 15 per cent of overseas students in the United Kingdom, Mr Alford says. One reason for this was that some groups in Malaysia were not allowed to have their own universities paid for by their own taxes. "They therefore come to United Kingdom universities to be paid for by the United Kingdom taxpayer", he says.

The argument that there are no savings if students do not come is based on the belief that the British Government is not willing to reduce teaching staff, close universities and sell off buildings. The indications are that the Government are prepared to do this.

Campus radio sets hopes on licence change

by Paul Flatter

Student radio could "take off" on campuses all over the country if the Home Office agrees to ease current restrictions, now under discussion—on the way radio stations are licensed and run.

There are 21 student radio stations already, broadcasting to an estimated audience of 70,000. Some stations claim to be on the air longer than local BBC radio. University Radio Warwick, one of the largest stations, broadcasts 17 hours daily.

But many colleges and universities spread over several sites have been put off setting up their own stations because a separate licence is needed for each site. Licences cost £575 in the first year and £200 for each subsequent year.

The National Association of Student Broadcasting has now asked the Home Office to allow a single licence to cover several sites. The association also wants the ban on advertising lifted, and the ability to use a larger "broadcasting" frequency for broadcasting.

Association chairman Mr David Rose says: "Radio stations are undoubtedly the cheapest way available for getting information across to lots of people. But the prohibitive costs to licence and set up new stations have stopped many student unions."

In America and Australia, where restrictions are not so tight, student radio plays a key role in campus life. If the Home Office agrees to ease its restrictions, student radio will take off here."

Costs of running a radio station vary, but are no more than a fifth of the costs of running an average student newspaper, he claims.

The Home Office, warned by the cost of making regular check visits to campuses, has not yet issued proposals to ease restrictions.

The association has suggested a special site inspection fee which would cover all Home Office costs, even if students decide not to go ahead with their own broadcasts.

Group denies 'extremism'

has been accused by a Conservative MP of being involved in "extremist and subversive political propaganda".

Mr Teddy Taylor, MP for Southend East, has asked Home Secretary Mr William Whitelaw to make a full statement on the affairs of the group, set up 12 years ago.

Mr Taylor accuses the SCA newspaper of being politically motivated. "The front page carried stories about a Rock against Theatre and attacks on Conservatives. At a time when essential spending money is being cut by the government I find this is most unusual use of public money", he says.

The charges have been denied by the SCA Resources Programme group. It says Mr Taylor's remarks are a "gross distortion, biased, and full of factual inaccuracies and completely taken out of context".

body, it is an independent voluntary organization contributing to the development of voluntary and community work in Britain. Neither its work nor the student unions that support it, could be termed extreme left wing by any stretch of the imagination".

The SCA Resources Programme received a £14,000 grant last year from the Home Office to cover about half its running costs and part of the cost of full-time workers.

After discussions with the Home Office, SCA members are now trying to find ways of launching their newspapers as an independent publication to avoid "misrepresentation of this group's work again".

Mr Taylor, who went to Glasgow University and says he keeps a close eye on his student affairs, says the newspapers' views are not representative of students.

Church of England holds on to remaining colleges

The Church of England is determined not to lose any more of its colleges, its board of education has told MPs. But there should be more flexibility in the criteria approvals especially during the coming year to enable this to be achieved, the board says.

In a submission to the Select Committee on Education, the church points to a record of economy and successful student recruitment in its colleges. Quoting from Department of Education and Science statistics, it puts overall costs per student £1,000 lower in the colleges than in universities and substantially below those in polytechnics or secular colleges.

Last September almost 99 per cent of the allotted teacher training places in church colleges were filled, the board says, and the decline this year is running at only 10 per cent, compared to almost 30 per cent elsewhere. At the same time they have maintained diversified courses not widely found elsewhere and with close vocational relevance.

Nevertheless, the board has misgivings about the effects of a course approval system originally designed to monitor claims on the Further Education Pool on colleges outside that mechanism. To preserve the necessary flexibility in the church colleges, decisions on course approvals should be made much closer to the source of finance, the submission says. This will be especially important during the coming year, when the release of resources from the contraction of teacher training reaches its final stages.

Should a national body be established, it should be responsible for advising the secretary of state on finance, but voluntary status could only be retained if this was administered by the DES or some "similarly appropriate body".

The church colleges are in a particularly vulnerable position, the board points out, because they cannot be put into limbo in the way that local authority colleges may be. By next year there will be only half the number existing in 1975.

"It is with the painful experience of the loss of so many colleges over the past few years fresh in its memory that the board is determined that no more shall be forced to close", says the submission. "This determination does not derive simply from a feeling of protectiveness towards one's property.

"It derives from a belief that by its actual institutional involvement in higher education the church will always be in a position to keep open certain perspectives and to hold certain values which otherwise go by default." To destroy such a commitment because of inflexible central management would be indefensible, the board believes.

Blueprint for change divides staff at Open University

by Charlotte Barry

An Open University proposal to abolish the educational studies faculty and dismantle the institute of educational technology is being opposed by staff from the two departments.

The proposal to reallocate staff and courses is contained in a discussion paper outlining a "ground design" for the 1980s presented to the OU senate last month by the retiring vice-chancellor Lord Perry.

Also suggested in the paper are radical changes in the regional staff structure of the university, an expansion of the continuing education division and a strengthening of academic research. The overall aim is to increase the efficiency of the institution and eliminate unnecessary expenditure.

Staff in the educational studies faculty say that Lord Perry's proposal to reallocate the in-service teacher training unit to the continuing education division, where it would form a new institute of education, is ill-founded. They also object strongly to the proposed absorption of educational psychology and educational sociology into the social sciences faculty.

"The vice-chancellor's proposal to split the faculty is not a practical one and ignores the need for coherent undergraduate and postgraduate activities", said the dean of the faculty, Dr John Raynor. "Moreover, with over 65 per cent of teachers in this country still non-graduates we feel we have a major contribution to add."

The recommendation to incorporate the work of the institute of educational technology into two new departments is being opposed by staff on the grounds that it would have an adverse effect on career structures and destroy good liaison arrangements within the institute.

"I think the argument itself is not a very imaginative one. It doesn't show much insight into how to change organizations or improve them", said Dr Brian Lewis, the deputy director of the institute.

Within the Open University itself, staff are divided nearly into two camps over Lord Perry's blueprint for the 1980s. Many feel that there is a genuine need for changes in the structure and hope the document will provide an opportunity for constructive criticism and positive recommendations.

At the other extreme, there are those who see the document as a ragbag of ideas which are essentially negative and conceived in the context of Government imposed cuts.

MSC predicts drastic cut in retraining course completions

by Paul Flatter

The total number of training completions under the Training Opportunities Scheme will be around 60,000 by 1982-83, which is 20,000 lower than in recent years. It was predicted this week.

The main reductions will be in clerical and commercial training, management training and semi-skilled training. There will also be reductions in miscellaneous courses. The predictions are made in a report by the Manpower Services Commission, *Manpower Review 1980*.

About 8 per cent of people completing TOPS courses belong to ethnic minorities, and the MSC expects this proportion to stay the same in spite of the reduction in volume, says the report. The proposed reduction in clerical and commercial training will reduce the numbers and proportion of women, who account for 40 per cent of completions, trained under TOPS.

Direct Training Services is to be expanded with around 50,000 employed people a year trained by 1981-82, compared with 40,000 at present.

In view of the predicted substantial increase in youth unemployment, MSC is expanding the Youth Opportunities Programme from 210,000 entrants in 1979-80 to between 250,000 and 260,000 in 1980-81.

"Provision for later years is sufficient only to enable a base-load of 80-85,000 filled places to be maintained", says the MSC, which intends to press the government, both at the annual reviews of the programme and between reviews, for resources to meet needs as they arise.

Community industry, the scheme run by the National Association of Youth Clubs which aims to help young people with difficulties in adjusting from school to work, is to be given its present level of 6,000 filled places but the national management board is to review its role and make recommendations to the commission by the end of the year.

Details of the recurrent grants

The details of the universities' recurrent grants for 1980-81 were announced in the House of Commons on Tuesday. The amounts represent almost 80 per cent of university income, most of the remainder coming from tuition fees. The University Grants Committee will determine the distribution of equipment and furniture grants at its meeting later this month. The figures for each university, in millions of pounds, are as follows:

University or College	Recurrent Grant
Aston	13.77
Bath	8.88
Birmingham	28.48
Bradford	13.83
Bristol	22.08
Brunel	10.88
Cambridge	30.98
City	8.87
Durham	12.37
East Anglia	10.77
Essex	6.58
Exeter	11.89
Hull	10.85
Keele	8.20
Kent	8.08
Lancaster	9.88
Leeds	32.47
Leicester	12.66
Liverpool	29.84
London Graduate School of Business Studies	1.08
London University	181.41
Loughborough	12.50
Manchester Business School	1.08
Manchester	36.58
University of Manchester Institute of Science and Technology	15.25
Newcastle	2.84
Nottingham	20.47
Oxford	32.54
Reading	14.36
Salford	14.85
Sheffield	24.31
Southampton	18.10
Surrey	11.30
Sussex	11.17
Warwick	12.80
York	7.18
University of Wales	54.74
Aberdeen	18.90
Dundee	12.10
Edinburgh	32.86
Glasgow	31.86
Heriot-Watt	7.81
St Andrews	8.84
Stirling	8.69
Strathclyde	17.13
TOTAL	930.62

Union recognition

Four of the five inner London polytechnics have now confirmed that they regard the National Association of Teachers in Further and Higher Education as the sole union recognized for collective bargaining purposes.

A similar indication from the fifth, North London, is expected in the near future, according to NATFHE officials.

The stance adopted by the polytechnics is a bitter blow to the Association of Polytechnic Teachers, which has been seeking local recognition pending the outcome of its demand for a seat on the Burnham further education committee.

Students expect victory in fees battle

Foreign students at two London colleges are now confident that they will win their long battle not to pay outstanding fees of £61,000 because they were increased in the middle of their academic year.

The fees were increased by Brent Council for about 1,000 overseas students at Kilburn Polytechnic and at the Willesden College of Technology after a government circular calling for foreign students to pay full cost fees.

A spokesman for Brent Community Law Centre, which is representing the students, said the outstanding money had been paid into an independent fund while the students completed their courses and final exams.

"Our legal advice suggests the council is not entitled to raise a surcharge after the course has started. Many of the students had entered into a contractual agreement with the two colleges as part of the requirements of the immigration rules", he said.

A series of test cases are expected to settle the dispute. If the students win another £40,000 will be recouped from the council and returned to those overseas students who have already paid the surcharges, which vary from £40 to £170.

Meanwhile a number of Iranian students at colleges and polytechnics have been expelled because the new revolutionary government is not paying their fees or because they cannot afford the fees themselves.

Leeds Polytechnic has expelled five students and another 20 who were on "secondment" to return home in return for having their fees paid, are under threat. Another 11 students at Stockport Technical College face expulsion, and 43 students at North East London Polytechnic are also under threat.

The National Union of Students has made representations to the Iranian embassy to pay the fees, without any success. The NUS has also appealed to local authorities to allow the students to complete their courses, and to draw up guidelines for new students from Iran.

Mr Jack Mansell has been appointed director of the Further Education Curriculum Review and Development Unit. He takes up his appointment on September 1 and succeeds Mr T. G. Mailing.

Mr Mansell has been head of engineering technology at Portsmouth College since 1971. He is a past president of the National Association of Teachers in Further and Higher Education and is chairman of the education and training subcommittee of NATFHE's national executive committee.

Poly dropout rates come under a standardized microscope

A standardized method of collecting data on the numbers of students failing to complete polytechnic courses could be in operation for the next academic year.

A group representing academic registrars of polytechnics began looking at the problem three years ago after studies showed non-completion rates at polytechnics were twice as high as at universities.

But it found that comparisons were exaggerated by the way the information was collected.

Mr Ray Hall, chairman of the Polytechnic Academic Registrars Group (PARG) says: "The important point for polytechnics is that all 30 use the same method all the time. We are getting close to that now."

A recent study of 15 courses at Middlesex Polytechnic from 1975 to 1979 revealed a non-completion rate of 40 per cent on some courses. Other studies at Sheffield and Bristol indicated 25 per cent wastage.

Falling exams, illness, boredom, transferring to other institutions and failing academic standards were all cited as reasons for leaving a course at Middlesex.

One major problem faced by polytechnics exists in the definition of a registered student. While almost 98 per cent of all university students are registered, at polytechnics registration is more elastic, sometimes done by just filling in forms even if students do not attend classes or pay course fees.

"Clearly these figures are useful for us. But not as a comparison with universities or with each other. We have different resources, and we have a different clientele of students who may have to take time off at short notice, and who have different motivations", says Mr Hall.

Another problem facing polytechnics is the date fixed for registrations. Universities calculate their final enrolment figures on a date in January, but polytechnics opt for a date in early November, making them vulnerable to students who leave at the start of courses.

The registrars are continuing about the idea of new data. "We want to look at the reasons why people drop out and to see which courses have higher non-completion rates than others. But it is more for internal use", says Mr Hall.

Group prescribes tonic for medicine

Lecturers and senior lecturers in medicine should be appointed only for limited periods, a Ciba Foundation study group suggests.

The group's report, *Academic Medicine: Problems and Prospects*, argues that security of tenure at a relatively young age imposes restrictions on academic activities.

"Failure to achieve academic promotion from either of these grades should lead to the holder of the post obtaining a non-academic appointment", the report says.

Readers and professors should be given tenure until retirement, but only on the basis of recognizable and continuing academic contributions. Headship of a department should be for a limited but renewable period, the group adds.

Education students 'get better degrees' survey reveals

by Sandra Hempel

Postgraduate students on one-year certificate of education courses have better first degrees than other graduates and the majority are now women, a Leicester University survey has revealed.

The research project, directed by Professor Gerald Bernbaum is looking at the progress and background of postgraduate Certificate of Education students who began their courses last October in universities throughout England and Wales.

The researchers will also follow up a sample into their first teaching jobs and are looking at the practices of departments of education and the nature of the courses operated.

The first results published are based on a questionnaire sent to all PGCE students which resulted in 4,450 usable replies—a response rate of 87 per cent.

Women make up 57 per cent of the sample, which represents a significant rise in their numbers since the early 1960s, say the researchers.

Despite the popular view that teachers go from school to university and straight into teaching, 45 per cent of the students questioned had worked for at least one year in full-time employment since getting their first degree and 14 per cent had worked for more than one year.

Many had worked in established professions, such as accountancy, and some in education-related fields, such as social work.

Almost 40 per cent of the students had a parent or sibling in the education service.

Scottish AUT warns of threatened opportunities

Educational opportunities for children in Scotland will be reduced as a result of university finance cuts and increased fees for overseas students.

This is the warning given by Scotland's Association of University Teachers in a letter to Scottish Secretary Mr George Younger and all Scottish MPs.

"During the past five or six years the universities have suffered a series of restrictions, including direct financial cuts, through the actions of successive governments. The immediate effects have often been a needless waste of time in contingency planning.

"More serious, however, are the long term effects, a sense of uncertainty about the future and general frustration among staff," says the letter.

The quinquennial system of financing has turned into a system of six months in arrears, with rumours and counter-rumours of pending bankruptcy, it says. And although more recent announcements have assured the universities of barely adequate finance for the rest of the academic year, these come so closely before the last term that it will be difficult to use the allocation in a properly planned way.

It is essential, the AUT adds, to have certainty of the prospects for four or five years as university courses take some time to plan, and last three or four years.

One of the greatest causes of uncertainty, it says, is the Government's decision to increase fees for overseas students to an arbitrary economic level and not to allow for a consequent increase in home students.

"No one can predict how many overseas students will come this October or in any future years, but it is certain that a shortfall of those overseas students means the equivalent of one lecturer's salary and that the loss of one lecturer means that teaching for 11 students is lost, and ultimately there must be eight home students fewer."

The AUT says the alternative of a heavier teaching load would reduce the amount of research done by members of staff who may also be without the assistance of overseas post graduate students.

This uncertainty and the recently announced grants will reduce opportunities for school leavers to go on to higher education when the numbers of qualified applicants are still increasing.

"With this pressure it is difficult to see how mature students, many requiring retraining, can increase in numbers and we fear that they, and other minority groups, may suffer. It is also difficult to see how changes such as those envisaged in the Finniston Report can be implemented without causing great damage to other courses", says the letter.

Hospital union calls for medical reforms that benefit patients

by Sandra Hempel

The Flowers' proposal to axe the teaching role of Westminster Hospital Medical School has received unexpected support from the National Union of Public Employees, which wants the hospital to become a district general hospital.

In a policy statement by the union's London division university and health committees, NUPE calls for the complete reorganization of medical education to meet the needs of patients rather than catering for the education of "a small elite".

NUPE says its stance on Flowers is part of its general policy to move away from concentrating solely on the narrow issues of pay and conditions in the health service and towards fighting for a greater say in the way the service is organized.

It wants an integrated system of education across the whole spectrum of health workers. This would include improvements to the education system for nurses, which at present operates against the interests of ethnic minorities, the union says. It also wants more training for ancillary staff such as ambulance drivers.

Although much of Lord Flowers's report receives a cautious welcome from NUPE, the union questions the figures on which its findings on bed needs were made.

"We will not blindly defend medical schools which have been a bastion of elitism and anti-trade unionism", said NUPE assistant divisional officer Mr James Cornelius. Flowers gives us the opportunity to fight for the democratization of medical schools whose staff are lowly paid and with very poor conditions of service".

Mr Jamie Morris, chairperson of the union's London health committee, said that consultants were fond of talking about the medical "team" but in practice medical staff were far from a team. "A porter taking a cardiac trolley to a ward knows only that his job is to run. He has no idea what that trolley contains or what it does."

NUPE calls for protection for overseas students "at least in the area of health provision".

In its conclusion NUPE's statement calls for greater details as to how Flowers' £3m savings would be made. "The creation of an education system for democratic health care will necessarily challenge the current government's policies of economic starvation of the public services", it says.

Grants system 'is robbing industry of graduates'

Industry is being deprived of university-trained management graduates because of the current grants system, Mr Jim Lester, a junior minister in the Department of Employment was told on a visit to Durham University Business School.

Mr Lestar discussed the scarcity of postgraduate awards with the school's director, Professor Charles Baker, who is also chairman of the Conference of University Management Schools.

Professor Baker said that business schools had less favourable grant arrangements than the medical schools, where the state finances students for five years.

"Even though most business school courses are only for one or two years, many good applicants cannot obtain grants", he said. "Universities are losing good applicants who could benefit from graduate study of management. Many more British students could benefit from management education if adequate funding for them was available."

"All students who gain places on postgraduate management courses should be awarded a grant automatically, although, if necessary, perhaps these could be supplemented by bank loans," said Professor Baker.

Mr Lester said he did not accept the gloomy forecasts of economic decline and mass unemployment and added that universities had an important role in encouraging the creation of new jobs and reviving British management at all levels.

He went on to discuss the Training Opportunities Scheme (TOPS) and said that business schools should be able to demonstrate the value of the Government's investment in sponsoring students.

Students take part in a "Picnic for Freedom" in Regent's Park, London, last weekend. They were drawing attention to the plight of Jewish students in the Soviet Union as part of a national campaign organised by the Union of Jewish Students and the Student and Academic Campaign for Soviet Jewry.

Scots push for second chance advice centres

by Olga Wojtes
Scottish Correspondent

Although there has apparently been progress through legislation towards equal opportunities for women, there are many invisible problems in the education sector.

This was the view of a group reviewing developments in education at the Scottish Convention of Women's conference held in Edinburgh University. The conference marked the half way point in the United Nations' "Decade for Women", and experts in education, law, the media, mental health and other areas assessed progress made by Scottish women since 1975, and put forward proposals for the next five years.

The education group reported that many apparent educational opportunities cannot be taken up by women because they do not make allowance for the general pattern that women are responsible for child rearing. It was suggested that some courses could be run from mid-morning to mid-afternoon to allow mothers to put their children into a creche or playgroup, and the group called for more playschool provision to back this.

The group also suggested establishing centres throughout Scotland based on the English "second chance" scheme which gives career and educational advice to women, particularly those who have not gone on to further education because of family commitments.

"It is important to have an organization with an overall view of possibilities for women as of the moment colleges and agencies only put forward their own line", said Ms Valerie Wilson of Edinburgh University's extra-mural department. "Although there are, technically, opportunities for women, once a woman has left the education or training system, it is very difficult to find her way back in."

SCOW's chairwoman, Mrs Maldie Hart, told the conference, "All stages of admission still reflect the traditional roles of man-and woman, with the place of the woman as wife and mother."

This had an effect on women's promotion prospects, the group reported. Appointing committees were largely male-dominated, and while it was now less acceptable to ask directly discriminatory questions at interviews, there were still the underlying themes.

"If you're unmarried you may get married—if you have no children, you may have children, and if you have children already, you're really damned", said Ms Jacquetta McQuarrie, reporting the education group findings to the conference.

Ms Wilson told the group that more than 38 per cent of teachers in further education colleges and central institutions, and 65 per cent of college of education teachers are men.

Correction

In the THES of May 23 the report "Youth Unemployment and the Bridge from School to Work" was said to have been published by the Action Society Trust and edited by Mr Jo Grimond MP. It was in fact published by the Acton Society Trust and edited by Mr John Grigson.

Library marks its 400th year

Edinburgh University library celebrates its 400th birthday this year—a full three years before its parent university's own quatercentenary.

The precocious infant dates back to a bequest of some 300 volumes by the Edinburgh advocate Clement Little, in 1580. The collection was gifted to Edinburgh's town council which, within three years, was to take the initiative in founding the town's college of Edinburgh under a charter from James VI and in 1584, the Little bequest was transferred to the college, known in due course as the University of Edinburgh.

To mark the celebration, assistant librarian Mr P. D. Hancock has produced a monograph, *A Short History of Edinburgh University Library*. In it he writes that the library collection was initially in the charge of the master of the college, and how the first librarian proper, Kenneth Logie, was not appointed until 1635—at the princely sum of 400 merks, or £22.10 in English money per annum.

For many years the growth of the library depended on gifts, but despite this the collection increased tenfold within its first 60 years—its current collection is almost two million volumes. At first it was a reference collection only for students, until borrowing was introduced in the middle of the eighteenth century.

Mr Hancock points out that suffering in libraries is not an exclusively modern phenomenon. In 1699 the university library had to hand back one of its own books which turned up in a bookseller's shop with its library mark defaced.

After occupying a series of progressively unsatisfactory premises, in the late 1820s the library moved into Playfair's magnificent upper library hall in the newly erected building known today as "old college". In central Edinburgh the main collection remained there until 1967 following the completion of Sir Basil Spence's fine modern library building—the largest single university library building in Europe and a forerunner in modern library design.

Workers' charter urges study leave

by Charlotte Barry

Paid educational leave available to all workers without discrimination is the top priority of a new international charter of workers' education about to be put into action by the International Federation of Workers' Educational Associations.

The charter, which is due to be approved by the federation's annual conference in Oslo next week, voices an urgent need for a comprehensive service of adult education to help deal with rapid technological and social change and mounting world-wide problems.

It urges a substantial increase in resources allocated to adult education from all over the world to press these priorities on their national governments and calls on all teachers, professional workers and international bodies concerned with workers' education to support these policies.

"It is a demonstrable fact that the economically and socially underprivileged, are also educationally underprivileged" it says. "Therefore many governments tend to neglect the further and continuing education of those who are most in need."

Although accepting the need and the value of vocational training for the individual and the community at large, the federation warns that any imbalance between the resources allocated to this and wider educational needs will hinder the development of a more democratic, humane and just society.

Attacking schools for being a conservative factor in society, it claims that a major problem for adult and workers' education is that the school leavers of today are the potential adult students of tomorrow.

"Meanwhile those who have succeeded in the competitive struggle for educational qualifications will have enhanced their opportunities for further study in later life. The gulf between the successful and the many who are educationally disadvantaged is therefore widened", it says.

Lecturers lift exam threat

Lecturers at the University of East Anglia who belong to ASTMS have lifted their threat to examination procedures following a promise by the authorities to reinstate a sacked colleague if an industrial tribunal finds he was unfairly dismissed.

Dorothy Lecturer Dr Vincent Geoghegan lost his job after working for UEA for 4½ years on a series of short term contracts—and ASTMS says he was denied any protection under employment law.

Last week an industrial tribunal in Norwich reserved its decision on a claim that he had been unfairly dismissed. A decision is unlikely before the end of this month.

Staff had threatened to withhold students' final examination grades until Dr Geoghegan got his job back. But a day or two before the tribunal hearing, further talks between the university and ASTMS led to agreement by the lecturers to call off industrial action.

The university agreed to reinstatement if the tribunal decided he had been unfairly dismissed and he should be given his job back. In many cases employers tend to take the alternative course of paying compensation.

This undertaking was completely without prejudice to the university's view that Dr Geoghegan was fairly dismissed", a UEA spokesman said.

"Finals are now going ahead in the normal way."

20 per cent NALGO claim

University white collar staff have lodged a 20 per cent 1980 pay claim, which Nalgo officials say the claim, which would be payable from July 1, is based on the rise in the cost of living since July last year and settlements by other white collar workers.

Other demands include the establishment of a 35-hour week, a minimum of 25 days annual leave, and the introduction of a long service leave agreement.

Union leaders have decided on a single percentage claim to minimise the complications caused by the Clegg comparability report by their 1979 pay rises which is not expected until September.

Tories stay with NUS

The Federation of Conservative Students has confirmed its existing policy to remain affiliated to the National Union of Students and to work to democratize the union from within.

Doubts had arisen after a motion calling on the FCS's national committee to use "disaffiliatory pressure" to reform the NUS was passed at the federation's annual conference in April. The Federation had also elected as its president Mr Peter Young, who stood on a "anti-NUS" platform and many of his supporters now command a majority of the national committee.

North American News

Court confirms deportation

from Clive Cookson
WASHINGTON

The United States Supreme Court has cleared the way for the Immigration and Naturalization Service to press with deportation proceedings against several thousand Iranian students who were found to have violated the terms of their visas.

The country's highest judicial authority decided to let stand an earlier ruling by the US Court of Appeals in Washington that President Carter's crackdown on Iranian students at the end of last year was constitutional. The appeals court had reversed an earlier decision by a federal judge that, by singling out Iranians for special investigation by the INS, the government violated their constitutional rights.

Only one Supreme Court justice, William Brennan, voted to hear the appeals filed by the Confederation of Iranian Students and other groups. The remaining members of the court presumably agreed with the appeals court that Mr Carter's order last November—requiring all Iranian students to prove that they were still in compliance with the terms of their visas—was a legitimate exercise of the President's constitutional rights to conduct foreign affairs.

Opponents of the president's ruling, such as the American Civil Liberties Union, claimed that it was aimed at victimizing Iranians studying in the United States for actions in Tehran that they were not responsible for and, in many cases, did not approve of.

The immigration service has reviewed about 50,000 Iranian students and found that 7,000 have violated the terms of their visas, for example by working illegally or changing colleges without permission. About 1,700 said they would leave the United States voluntarily and at least a thousand more have asked for political asylum.

Deportation proceedings will be or have been taken against more than 4,000 students. But American law gives aliens a good opportunity to fight deportation on an individual basis, especially if they are armed with skilful lawyers, and many of the Iranians will be able to delay their departure for many months, if they want to. So far, fewer than 100 Iranian students have actually been deported from the United States.

Fortunately, many of the 50,000 Iranians who survived the INS check of their visas may still be liable for deportation in due course. The problem is that in April President Carter announced a new set of sanctions against Iran, including a policy of not extending American visas held by Iranians (whether students or not). Many students held "duration of status" visas, which allow them to remain in the United States for an indefinite period so long as they pursue full-time studies.

The National Association for Foreign Student Affairs, which is urging the government to soften its hard line on student visa rules, estimate that, unless there is a relaxation, at least 10,000 and perhaps as many as 15,000 Iranian students may have to leave the United State by September. About 5,000-6,000 students on degree courses may have to depart before completing their programmes, said John Reichard, executive vice-president of NAFSA. Many more Iranians who are in the United States to learn English or attend secondary school also face expulsion.

NAFSA and other educational groups are also urging the Justice Department, which controls the Immigration service, to get INS District offices to interpret the rules more uniformly. Some offices are not even allowing Iranians with "duration of status" visas to transfer from undergraduates to postgraduate studies.

The INS has also proposed tightening up the immigration rules for all foreign students, putting an end to the "duration of status" rule and reinstating the old policy that all student visas must be renewed annually. If the proposals are implemented, as expected, and if American-Iranian relations remain in their present state for the next 18 months, all 60,000 or so Iranian students could conceivably have been expelled by the end of 1981.

Iran provides the United States with by far its biggest national groups of overseas students—nearly one fifth of the total foreign enrolment at American colleges and universities, according to the latest annual census conducted by the Institute of International Education. The next largest group comes from Nigeria, which has 10,000 citizens studying in the United States.

Apart from worries about their visa status and whether they will be able to complete their studies here, the crisis between Washington and Tehran is affecting America's Iranian students in many ways. Universities' foreign student advisers say they are suffering from many emotional and economic uncertainties. For example, Anne Kuhlman at the University of Pennsylvania said there was a great deal of anxiety among the 100 Iranians there.

On the whole, private universities are finding it easier to protect students than public institutions, which are subject to anti-Iranian pressures from state legislatures and politicians. According to Mr Reichard of NAFSA, bills aimed against foreign students in general or Iranians in particular have been introduced in 15 state legislatures, and Louisiana and New Mexico have actually passed legislation that would prohibit Iranians from registering at state institutions in 1980-81.

Demonstrations like this one in Tehran do nothing to improve relations.

Professor acquitted of insulting Greek church

An Athens court has acquitted Canadian professor A. C. (Tasos) Kazepides of charges that he maliciously insulted the Greek Orthodox Church in a scholarly essay. The three judges also acquitted the nine-member executive of the Secondary Teachers Confederation of Greece, whose journal published Dr Kazepides's essay on "the ideological confusion and the introduction of the young in Greek education".

Dr Kazepides, professor of education at Simon Fraser University, British Columbia, said jubilantly after the four-day trial: "This has to be one of the most important events in modern Greek history." He predicted that the not guilty verdicts would help bring to an end the indoctrination of pupils in state elementary and secondary schools by the church.

The essay, which urged the separation of public education from the "authoritarian and parochial control of the Greek Church", had provoked 2,500 high school teachers of religion to send protest telegrams to the government. Bishops demanded the prosecution of Dr Kazepides and the teachers' confederation executive, and a public prosecutor in Athens responded last September by indicting them.

Although he is now a Canadian citizen, Dr Kazepides decided to return to Athens for the trial, which could have brought him two years in jail, because his absence would have prejudiced the defence of the teachers' confederation.

But, once the trial started, Dr Kazepides had little doubt about the outcome. "Our witnesses were the best academics in Greece and it was more a seminar on the philosophy of education than a trial", he said. "One of the witnesses for the prosecution tried to apologize to me. He said he really did not want to come and he had been dragged into the case. At the end of the hearing he applauded the verdict."

Dr Kazepides did not expect the prosecution to appeal against the acquittal. "They were ridiculed. It is not in their interest to continue this."

The trial, which was extensively publicized in Greece and attended by hundreds of spectators, has brought several invitations to speak on the separation of church and state in Greece, and a newspaper will be serializing his original essay.

Before leaving for Greece, Dr Kazepides heard that he had won a $9,000 grant from the Canada Council for a research project on religious indoctrination in Greece. "I have already started interviewing people in Government and education and I will be writing a book on the issue", he said. "This has been the most important action of my life."

Healthy period for science in the universities

The number of scientists and engineers employed by American universities increased steadily throughout the late 1970s at a rate of 4 per cent a year. The total rose from 180,000 in 1975 to 207,600 in 1979.

This is the finding of a new report from the National Science Foundation on the academic employment of scientists and engineers. The NSF shows that the last four or five years have been a healthy period for university science—better than the early 1970s when employment hardly rose at all.

But the growth is expected to slow down during the early 1980s as a result of the anticipated levelling off or decline in student enrolment. At many institutions, the only increase in employment over the next decade will be in part-time jobs outside the "tenure track", the NSF says. Traditional levels of demand for new faculty are expected to decline in reaction to the end of enrolment growth and the raising of the mandatory retirement age for present faculty members from 65 to 70.

Analysing the distribution of employment, postgraduate enrolment and research funds between scientific disciplines, the NSF found that the clearest change from 1975 to 1979 was a gain for environmental sciences and loss for psychology by all three criteria.

Harvard University employs 5,414 scientists and engineers, putting it at the top of any other university. Second is the University of Wisconsin, Madison, with 3,758, and then the University of Minnesota, Ohio State University and the University of Michigan, all with about 3,550.

Good outlook for Buena Vista

Buena Vista College, a church-related liberal arts college in Iowa, has received an anonymous donation of $18m, which is the biggest gift from a private individual ever received by an educational institution—on a *per capita* basis. The gift amounts to $13,850 for each of the 1,300 students, just beating last year's $100m donation by former Coca-Cola president Robert Woodruff to Emory University ($13,300 per student).

The college, which is affiliated with the United Presbyterian Church, used the announcement of the gift to launch an ambitious $54m fund-raising campaign for the next 10 years. Buena Vista president Keith Briscoe is reported to have said in a "choked voice": "I'm tremendously excited. When I told my administrators about it, the reaction was stunned silence. Then it went from smiles to war whoops to tears. You dream all your life about building a great college . . ."

The anonymous gift will pay for several projects, including a business school, conference centre, computer facilities, and libraries.

Pros and cons of getting down to grassroots teaching

From our North American editor

Regional studies are growing in American colleges, and universities as they do not yet have much science as an intellectual pursuit.

The first major conference on regionalism in America has just been held at the University of Mississippi, organized jointly by the university's Centre for the Study of Southern Culture and the United States government's National Endowment for the Humanities. It revealed wide disagreement among participants about the best approach to regional studies, and a substantial number of scholars found traditional disciplines like anthropology and history were on trial, to argue that regionalism is a bogus concept.

Among the most vocal opponents of regionalism was Alan Dundes, a professor of anthropology and folklore at the University of California, Berkeley. He argued forcefully that culture and folklore in today's United States could not be defined by geographical regions.

According to Dr Dundes, "modern urban folklore" pervades the country, swamping regional variety. The main differences, he said, are not between regions but between urban groups—for example, inner cities, industrial companies, civil rights groups—with their own special sets of traditions.

"To the extent that urbanization is occurring throughout the United States—and the world—it is evident that the folklore transmitted by modern methods is not likely to be regional folklore", he said. "Urban folklore actually belongs to a large number of Americans. This is not the folklore of the Ozarks or the Pennsylvania Dutchman."

The leading proponent of a regional approach to the study of the United States was Raymond Gastil, now with Freedom House in New York. He repeated the argument of his book *Cultural Regions of the United States* that the country can be divided up into coherent geographical regions with their own distinct ways of life.

However, whether or not regionalism is a valid approach for all parts of the United States, many scholars at the University of Mississippi conference had confidence in their own regional studies programmes. For example, Paul Olson, of the Centre for Great Plains Studies at the University of Nebraska, Lincoln (established 1976) and John Stephenson, of the Appalachian Centre in the University of Kentucky (established 1977) gave presentations about their rapidly expanding interdisciplinary research and teaching activities, including undergraduate and postgraduate degrees.

William Ferris, who directs the host institution, the Centre for the Study of Southern Culture, certainly has no doubts about the validity of its mission. Since last year, when he returned to Mississippi, his home state, after six years at Yale, he has thrown himself passionately into the task of organizing the centre's research activities and its degree programmes, which include a BA in southern studies.

The preservation of documentary evidence about the south's disappearing culture and customs is one of the centre's most important functions, in Dr Ferris's eyes.

For example, Dr Ferris showed an enchanting film, *Hus Hoggins, Hush*, about an elderly black smallholder in Mississippi who trained his pigs to kneel in front of their trough while he said grace, before they have tucked into their swill. Less than a year after the film was made the old man died.

A few of the more traditional academics at the conference, such as Yale history professor Robin Winks, made it clear that they thought such activities were too descriptive and not rigorous enough intellectually for a university centre. They argued that regional studies should concentrate more on comparisons between regions.

In addition to the presentations and general discussion, the Mississippi conference featured small group discussions at which participants, many of whom are developing new regional studies courses, received practical advice from more experienced "consultants".

There was also a session at which a group of foreign scholars, who had been brought to the United States by the American Government, gave their views on regional culture.

Overall, the conference showed that American regional studies are too lively—and too attractive to potential students—to be held up by the fact that they lack an intellectual framework.

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Overseas News

India prepares for student increase

from A. S. Abraham
BOMBAY

Vice-chancellors of Indian universities are urging the federal government to prepare the country to receive much larger numbers of overseas students in the coming weeks as a result of the prohibitive cost of higher education and access difficulties in Britain and the United States.

Meeting in New Delhi under the auspices of the Association of Indian Universities (AIU), they called for a "regulatory mechanism" to control the expected influx and a compulsory language test conducted by Indian missions abroad, before students are admitted to regular courses.

There were 24,000 foreign students in India last year as opposed to 14,000 a year earlier. They come from east African countries, the Gulf States, the bigger Arab nations, from south-east Asia and other parts of the Indian subcontinent. The Indian government offers large numbers of scholarships as part of its overseas aid programme, but there is an shortage of fee-paying students.

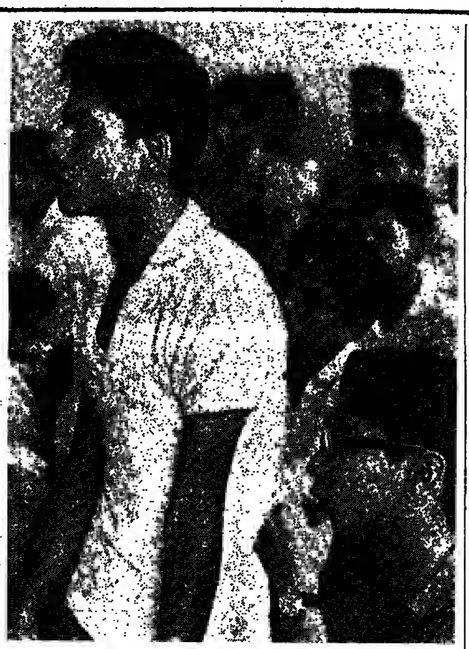
Indian universities are chosen because they are cheaper, the medium of instruction is English, facilities and standards, especially in engineering, medicine and nuclear science are reputedly higher than in most parts of the developing world and the general cultural and living conditions in the country do not have quite the same alienating effect on young foreigners as those prevailing in the West are said to do.

According to the AIU, the main problems that arise out of the presence of large numbers of overseas students in India are their poor knowledge of English, their concentration in about a dozen cities, the erratic flow of funds to them from abroad, accommodation, some degree of cultural disorientation and their internal disputes which are sometimes violent and reflect larger political conflicts at home.

The last point is regarded as a particularly sensitive one since clumsy handling of these disputes can jeopardize India's finely-tuned policy of noninterference and in may its image in parts of the Third World.

In Pune, formerly Poona, for example, the large contingent of Iranian students imported into that city the tumult of the anti-Shah movement and subsequently, and much more disordarily, the postrevolution struggle in Iran which still continues between leftists and Islamic fundamentalists.

A few months ago, a Somali student wrote a letter to an Indian newspaper protesting against President Siad Barre's offer of Berbera port to the Americans as a naval and military base. The Somali embassy sought his extradition, which was fiercely resisted by sympathetic Indian students. This is the kind of politically embarrassing situation the Government would like to avoid and against which the AIU is urging it to take precautionary steps.



Many students from East Africa of Asian origin go to India for their university education because it is cheaper

Exam fears follow student unrest

by Guy Neave

Against a background of continuing tension, universities in France are returning to normal after last week's uproar.

In the provinces the questkers carry demands for foreign students seeking a place in French universities continues to fuel unrest. In Nice, Aix-en-Provence and Montpellier widespread support for a Moroccan student facing deportation by the police has been backed by a student hunger strike. The Minister of the Interior, M Christian Bonnet, has been approached with requests to cancel the deportation order.

The main problem, particularly in Paris, now appears to be whether the half-yearly examinations should be sat or not. At Jussieu, centre of last week's tragic episode in which one person was killed, strike action has been called by both teaching and technical staff to demand the release of those arrested in last week's demonstration. This has not met with universal approval from lecturers, determined that students should be given the chance to sit the half-yearly exams, set up a "protection service" to watch over the examination hall. Faced with a band of 60 students equally determined that the examinations should not take place, only the arrival of plainclothes police prevented a pitched battle from taking place.

At the University of Upper Brittany in Rennes lectures have started again. However a group of over 200 diehards attempting to prolong the strike have taken over both the senior common room and the university president's office.

At Caen, scene earlier this month of skirmishes between police and students, a new row has blown up. One fifth of candidates sitting the competitive secondary school teachers' examination (CAPES) boycotted the event in protest against police guarding the examination rooms. Last week an earlier series of the CAPES had been broken up by outsiders. At Perpignan in the south fire damage to the premises was done by a Molotov cocktail. However, at Lille and Strasbourg calm has returned.

Commenting on last week's events the leader of the Socialist party, Francois Mitterand hinted that the so-called "autonomous groups" responsible for much of the damage in the riots were being deliberately provoked by undercover police agents. He also condemned the new system which requires foreign students to pay an 8,000 fr. (around £800) deposit prior to their enrolment in university. There are at present 110,000 foreign students in French universities out of a total of 860,000. Eighty-six thousand of them are from Third World countries.

Degrees of freedom: the underground flight of Poland's alternative academy

A special correspondent describes the efforts of the 'Flying University' to keep one step ahead of the authorities. It is now three years old, two years younger than the average university course in the country

Poland's unofficial "Society for Academic Courses"—colloquially known as the "Flying University", is just completing its third academic year. This statement, however, needs some qualification; since last November, the SAC has been able to hold no public lectures as all and, even in the opinion of some dissidents, may well be thought to have been "liquidated" by the authorities. This, however, is by no means the case, as one of its chief organizers told me recently. "We have had to change our profile", he explained, "and things are far less hopeful than they were, say, two years ago. But we are still working, though in a different manner."

Certainly, when the SAC was first inaugurated in the heady days of 1977-78, Poland was still feeling the aftermath of the constitutional debate of 1975-76 and the June 1976 "events". In Radom and Ursus. The proposed constitutional changes, which would tie Poland's future irrevocably to the Communist Party and friendship with the Soviet Union had evoked an unprecedented wave of protest letters from intellectuals. The June 1976 workers' protests against swingeing overnight meat price rises had led to a wave of broad police reprisals—but also to the formation of the "Workers' Defence Committee" (KOR)—an ad hoc body, largely intellectuals, who campaigned for the liberty and reinstatement of the June victims.

In spite of vigorous police harassment, the human rights movement grew, the Workers' Defence Committee turned itself into a standing human rights organization, the "Committee for Social Self-Defence", to act as an umbrella body for the many secular human rights and "self-defence" groups springing up all over the country: students, peasants, believers, trade-union initiative groups. By September 1979, a secret police official, George Lyskowski, was prepared to admit to the existence of some 25 such "antisocialist" groups, publishing between them some 33 unauthorized periodicals. Among such groups, not surprisingly, he included the SAC.

Poland, with its long history of foreign occupation and oppression, has likewise a long history of academic resistance to official ideology. The young Marie Skłodowska Curie (later Curie) was an active participant in an earlier "Flying University". A "Social Science Academic Courses" was founded in Warsaw in 1906. These, however, were intended to substitute for the total lack, at that time, of institutions of higher education in Russian-occupied Poland. Today, the need is necessary to offer courses in such non-controversial topics as physics and mathematics (the latter subject was taught by Sierpinski and Dickstein whose professional reputation later became worldwide). The present-day "Flying University" has a somewhat different aim: to bypass the government monopoly on tuition in such sensitive subjects as recent Polish history, sociology, and literature. There is no need to teach "science". Dr Jan Kielanowski, himself a biologist and member of the official Polish Academy of Sciences—and also "Dean" of the "Flying University", said in the early days of 1978: "Of course, it was had a situation like, say, Lysenkoism, then we should have to run courses in biology. But at present there is no need".

Nor was there a particular need for lectures on religious subjects. These were already well taken care of by the various University Catholic Chaplaincies, the "Club of Catholic Intellectuals" and ad hoc events like "Weeks of Catholic Culture" organized actually on Church premises. These, although officially, could discuss a considerable range of religious topics fairly freely.

The first year's programme of the SAC concentrated, rather on such liberties as "Social and Political Ideology from the French Revolution to the Second World War", "Clergy Jedlicki", "Economic History and the Market Economic thought in modern Poland" (Tadeusz Kowalik), and "Society and Pedagogy" (Jacek Kuron). In all, 13 such courses were held in Warsaw, with cyclo-styled timetables fairly accessible to anyone who wished to obtain them. On one occasion, it appears a couple of students actually set up a folding table in the forecourt of Warsaw University and handed out timetables to all comers. (The supply was exhausted and the students vanished long before the arrival of the authorities.) The Catholic church gave its guarded blessing with a communiqué from the episcopate (March, 1979) which praised "those initiatives which aim at presenting culture, the works of the human spirit and the history of the nation in an authentic form, for the nation has a right to the objective truth about itself".

All however, even at this early stage, was not entirely well. The lectures were held in private apartments (the addresses clearly stated in the timetables), and the househelders found themselves facing swingeing fines for allegedly breaking health and fire regulations on overcrowding. Meetings in Warsaw were monitored by the police, who on occasion took the numbers, not of everyone attending, which might have ensured future attendance on the principle which one such student, doubtless proud of his mastery of English, explained as "having burned one's boats, one might as well be hung for a sheep as a lamb". At that time it was routine to stop only some 20-30 per cent of the participants, which, the police hoped, might make those who were overlooked once volunteer to risk attendance a second time.

Nevertheless, the lectures continued, at least in Warsaw. Outside the capital the situation was more difficult. Polish trains, even between major cities, are few and far between, and the internal airline requires production of identity papers before boarding. It required some effort on the part of the security authorities to find out when, say, Adam Michnik was due to lecture in Krakow, and pick him up at the railway station. So long as the SAC was dependent on lecturers from Warsaw, it could never really get off the ground in the provincial university cities. For a time, Poznan seemed the exception, for here Stanisław Borowczak, a noted poet and literary critic, made a determined effort to continue his teaching activities within the framework of the SAC, after his participation in the Workers' Defence Committee had led to the loss of his university post.

The situation was particularly difficult in Wrocław where out of the six "members" (i.e academic patrons) of the SAC, four were mathematicians and one an architect. While they could, and did, try to form a protective "umbrella" over any educational self-help initiatives the students themselves might organize, including the inviting of lecturers from Warsaw, they themselves could not undertake to provide lectures in the subjects the students most wanted. The students, it should be explained, of this time were mostly genuine undergraduates or young graduates from the state educational structure; it was not, at this stage, a matter of expellees and enforced drop outs.

At the end of the first academic year, a formal report, signed by the official members of SAC (some 70 eminent Polish intellectuals), stressed that these young people were experiencing, in that state of the "absence of a genuine spirit of education and knowledge, which renders sterile the process of education and upbringing and gives young people only a shallow and impoverished general culture which which to enter the community and professional life". Thus SAC, in the traditional academic manner, then dispersed for the long vacation, and a number of security officials, who, it would seem, had not in personal experience of how university operate, quietly congratulated themselves that the whole affair was over.

In November 1978, however, term resumed. The irrational lecture, given by the Rev. Bronisław Deliwski on "Certain aspects of tradition" did take place—perhaps because it was held in St Martin's Church, Warsaw. The other Warsaw lectures, and a talk on literary criticism in Krakow, had to be postponed—the lecturers were all under 48 hours detention. Nevertheless, the lectures continued, and there was no significant falling off in attendance. By now, some 500 students were involved—a figure which later General Kryształorski was to ingeniously explain as a falling off from an initial 5,000. The most likely explanation of this inflated figure is that it represents a security estimate of how many students received the original timetable.

Then, at the end of 1978, a new type of "student" appeared. Paweł Pokulski, who described himself as "involved for the past 10 years in youth and student organizations" and who had attended SAC meetings from the early days, thus described the change in a letter of protest to the chairman of the Association of Socialist Student Unions:

"In the last weeks of 1978, a group of people started to appear at SAC meetings. They said they were workers and students ... at first I hoped that, despite their noisy behaviour, an interesting confrontation of different convictions might take place. Soon, however, their hostility came out into the open, and noisy slogans gave way to insults and provocations. I personally came across this group on several occasions and other people have confirmed what I observed: threats of beatings, reprisals, insinuations. What would normally be considered coarse manners was, the group claimed, an expression of their patriotism and devotion to socialism."

By early January, "coarse manners" had escalated to blows, and by March there appeared to be in operation what Pakulski described as "a squad specially trained to commit acts of hooliganism, bordering on banditry". Meetings were broken up by force, and on March 21 there was a major incident in the flat of Jacek Kuron, one of the leading activists in KOR. Although a notice on the door stated clearly that the lecture had been cancelled (Kuron's old father had had a heart attack that day), the evening-gown gang broke in, and beat-up Kuron's wife, son, and several of his friends among the dissident movement. These included Adam Michnik, whose own home received a similar attack a fortnight later. Regretfully, Kuron and Michnik had to suspend their lectures on the grounds that they could no longer guarantee the safety of their audiences. The other lectures continued, more or less without disturbances (other than the routine 48-hour arrests), until the end of the academic year; possibly because the Polish Government wished to lend further cumbrous until after the forthcoming Papal visit.

By now, however, it was obvious that such a situation of potential violence could not continue. The official students' union mainstreamed the SAC had provoked the attacks—though there exist—or at least existed until a short while ago—photographs of one such raid which tell a very different story. The police, not surprisingly, had been notably unhelpful in suppressing the attacks. Regretfully, it was decided to change the "open admission" policy; from now on, students must register. The timetable for 1979-80 no longer gave dates and times; and there was to be only one series of "lectures"—on contemporary Polish history. The rest were "seminars" only—"Twentieth Century Polish Political Thought", "Polish-Jewish Relations since 1918", "Ethical Problems in Science", and "The Art of Reading Newspapers"—13 titles in all! And, at the bottom, a very little note: "Applications for attendance at specific seminars, stating names of intending participants, should be forwarded to the supplier of this information or directly to the person conducting the seminar. Applicants will be informed as to the time and venue".

Seminars were not, in fact, an entirely new development. During the second year, there had been a few, so to speak, postgraduate discussion seminars, which were tape-recorded to form the basis of a series of "Proceedings of the SAC". The first such, a three-person colloquium on the "Longuegue of Propagande", was already in unofficial circulation. But from now on, it was clear, the seminar would have to form the basis of SAC.

The decision was not welcomed. The inaugural meeting of the new session was interrupted by a female representative of the Warsaw City Council, who arrived with two police officers, declared the meeting closed, and announced that anyone who failed to disperse might face criminal charges. No one made a move, however, and the "lady" simply countad thus present and left. Shortly afterwards, the lecturer, Władysław Bezmozewski, was given the equivalent of a month's academic salary. Since then, such lectures as have taken place have done so under the aegis of the church and not, formally speaking, as part of SAC. The police have stopping instructions not to enter church premises—and except on rare occasions, seem to abide by them. Conversely, the church cannot, officially, give its hospitality to the SAC. "If the priest asks his bishop", one organizer explained" the bishop has to refuse. But of course, if the priest 'forgets' to ask the bishop—well, if there is trouble; the church will have to protect him. The very worst that could happen is that he might have to leave Poland and go in the foreign missions or the Polish communities abroad. But he won't actually be left without a job!"

As to the seminars, the situation fluctuates. The venues are kept confidential, and at each meeting a piece of paper is passed from hand to hand, giving the address and time of the next. (An ability to write swiftly and clearly is a prime requirement of any dissident activity in Poland, where the "written conversation" has become a fine art). Nevertheless, an added dimension there has been a conspicuous police presence in front of the apartment building.

Participation has, inevitably, shrunk: only about a hundred students now. Again this may not be entirely a loss in the heyday of the open lectures. I would estimate that perhaps some 10 per cent of students attended not so much out of a real desire to study the subject concerned, as simply a means of expressing protest against the regime which made such round-about methods necessary. Moreover, participation was entirely passive. There were no essays to prepare and, in the somewhat cramped conditions, the majority of us did not take the extensive notes expected at a normal university. Now those who attend are a hard core who really want to learn, and are prepared to work. The SAC "academic staff", too, have undergone a change of role. They now see their functions as coordinating self-help efforts by the students themselves, of providing reading lists and materials, helping them over knotty patches, and offering them, in so far as they are able, some kind of umbrella of protection.

Now, it should be stressed, all publishing interests for wider than the production of SAC textbooks. It produces a wide range of literary and political magazines, books and even broadsheets, under considerable conditions of police harassment. One of its "directors", Miroslaw Chojecki, a former physicist who lost his job for human rights activities in 1977, has just been temporarily released from jail, where he has been held, pending investigation on the charge of illegal possession and possible theft of duplicating materials. The Chojecki case—and the protests against it—attracted considerable attention throughout Poland. One Warsaw priest preached a May Day sermon on it. Crakow students distributed "Free Chojecki!" leaflets at the gates of the Nowe Huta giant steel complex; while in Warsaw on two occasions such leaflets (150,000 at a time) rained from the sky, whence they had been discharged via a Romeo-type ballista operating on a time fuse (two Western cigarettes!).

Just before the state holiday for VE day, a group of representatives of all shades of Polish dissident thought gathered in a church in Podkowa Leska, outside Warsaw, to begin a protest fast for Chojecki's release, which, at the time of writing, appears to be continuing, in spite of his temporary freedom, since the charges have not been dropped. For the SAC, the Chojecki case could mean, essentially, the difference between textbooks and no textbooks. If Nowa, and the other independent publishing initiatives are crushed, there will be no textbooks. But Nowa's precious stocks of paper and ink, bought, inevitably at "second economy" prices, are at present having to be sacrificed to leaflet-making, and several long-awaited texts are being held in abeyance.

Some consider there is effectively a clinice for SAC between a confrontation with the authorities over the right to organize independent academic activities, and the actual quiet conduct of these activities without undue harassment. This is not, by any means, a unanimous view: one provincial group speaks warmly of the visiting Scandinavian lecturer who spoke on the Eucmenical Christian Democrat parties, but in Warsaw, at least, the one or two Western academics who have assumed their busts' traditional Polish hospitality almost to breaking point by the latters' fear of subsequent indiscretions as to names and places. SAC, after all, is fighting for its very existence, and this caution, even if misplaced, is entirely comprehensible.

Left to right: Professor Jan Kielanowski, Dr Tadeusz Borek, Dr Jan Jozef Lipski, all teachers for the Society for Academic Courses

UGC changes criteria for college courses

from D. B. Udulagama
COLOMBO

Students in Sri Lanka who aim to enter a university never know in advance exactly what requirements have to be met. Criteria laid down by the authorities tend to change almost from year to year and are usually decided upon after the results of the A level qualifying examination results have been published. Unable to meet the demand for university places, the authorities tend to resort to Procrustean methods.

The requirements announced by the University Grants Commission last week are even more complicated than usual.

There are some 30,000 students "eligible" to enter the universities on the results of two GCE A level examinations held last year but less than 5,000 are likely to gain admission.

The basic qualification required is a pass in four subjects at A level. Where, for some years past, a minimum aggregate of 145 marks was necessary, the aggregate has been raised to a minimum of 160 for the new academic year, beginning October 1 next.

Admission to the faculties of arts, bio-science, physical sciences and commerce will be on a ratio basis as between students who passed their A levels in April and August last year. For example, 4,862 passed in biological sciences at the April examination and 1,187 at the August examination. The admissions will be in the ratio 7:1.

University places will be apportioned as follows: 30 per cent on merit, 55 per cent on the basis of population in the various districts and 15 per cent for educationally backward areas.

This was introduced last year with the abolition of the language-wise standardization scheme which the Tamil minority argued, against in particular, arguing that it was a measure of discrimination against minorities.

The population ratio has met with the same criticism; it has been described as a thinly veiled racial quota system. It has also argued that the discrimination in favour of minorities means in practice that students less suited for higher education gain admission at the expense of fitter students and the decline in university education in the sciences, especially in the arts courses, is cited as proof of it.

Australia cuts higher education budget

from Geoff Maslen
MELBOURNE

Australian universities and colleges of advanced education face an 18 per cent cut in federal government funding next year.

The federal minister for education, Mr Wal Fife, announced last week that capital and equipment funding would be cut by A$17.7m (£9m) from A$100m (£50m) to A$82.3m (£14m) in the 1980-81 year. Recurrent funding would remain the same as the previous two years of the present triennium.

The cut in university and college funding is the biggest since 1976 and has brought strong protests from a range of academics.

It means, too, that the government has rejected the advice of the tertiary education commission which in its report for the 1979-81 triennium described the backlog of capital projects as serious. The report also drew attention to examples of overcrowding and inadequated, substandard facilities in many universities and colleges.

Although the TEC makes broad recommendations on the level of funding for each triennium, the Government has refused since 1975 to commit itself to three-year terms. Instead, each year the Government provides the TEC with funding guidelines and the TEC is then required to allocate the money.

The secretary of the Federation of Australian University Staff Associations, Mr Les Wallis, said Australia's 19 universities could expect to receive A$34m (£2.15m) for capital works and equipment in 1981, compared to more than A$50m (£25m) a year in the past two years and A$70m (£35m) in 1977 and 1978.

"Many building projects in universities are part of a backlog which has been deferred for five years or more" Mr Wallis said. "They date back to the expansion of tertiary education in the early 1970s and the substantial building programmes then in progress which were cut off in 1975."

Mr Wallis said the impact of the cuts on equipment purchases would be the more serious. He described as ludicrous the fact that equipment spending was classed as capital and not recurrent.

Purchasing a piece of scientific equipment which had a limited life was not the same as putting up a building or a laboratory, Mr Wallis said.

Heads of various university science departments deplored the cuts and said Australia's research projects would suffer further setbacks.

Professor Molly Holmes, chairman of the physiology department at Monash University, said her staff were working with equipment which was outdated and inadequate by commercial standards in industry. She said she regularly received requests from staff for equipment purchases thousands of dollars above the money available.

Dr C. M. Gray, a geologist at La Trobe University described how he and a group of lecturers had built their own mass spectrometer by "scrounging bits and pieces" and saving funds over a five-year period. In the process the team had saved the Australian taxpayers an estimated A$80,000 (£40,000). But now the Treasury Department had ruled the universities could not accumulate equipment funds from year to year to the next. Money allocated in one year had to be spent in that year.

Zimbabwe university facilities strained by postwar intake

from Fred Cleary
SALISBURY

The principal and vice-chancellor of the University of Zimbabwe, Professor Jack Lewis, believes the university has emerged from years of sanctions as one of the leading academic institutions in the Third World.

But Professor Lewis, who recently began an 18-month contract, said the county of the university facilities had been strained to their limits by this year's large intake of new students and might not be able to handle a similar intake next year.

"This year we have to double up in every room possible and this is clearly not a desirable situation for the students." The university admitted 855 new students in March, an increase of more than 300 on 1979. Indications are that a similar intake can be expected in 1981.

The vast majority of students are black. Government funds have been requested to build housing for an additional 800 students. This could cost about half the entire university budget this year.

Professor Lewis said funds are being sought from foreign foundations and trusts. The Ford Foundation, the Belt Trust and the Carnegie Foundation have given generous support in the past.

All of the eight faculties have vacancies for various positions. Hardest hit are the faculties of medicine and science. There are 27 vacancies in medicine and 17 in science, Professor Lewis said recruiting of qualified staff had been difficult because of war, and doubts remained about political stability in Zimbabwe.

Last month, for example, the Minister of Health, Dr Herbert Ushewokunze, said black applicants for positions on the faculty of medicine would be given preference over whites.

Professor Lewis said such a policy, if enacted, would be contrary to the university's charter which prohibited any test of religion, race, profession, nationality or class being required of any faculty member or students.

Health student entry raised

from James Hutchinson
BONN

New criteria are being introduced in West Germany for allocating university places to people wishing to study medicine, dental surgery or veterinary surgery. Starting with the next winter term, a proportion of the places available in these subjects will be given on the basis of aptitude tests which are similar to tests used in the United States.

The German *Abitur*, the equivalent of A levels, used to be a guarantee of automatic admission to university. But the big increase in demand for university places meda it necessary to impose limitations in respect of certain subjects.

About 8,000 places to study medicine, dental surgery and veterinary surgery will be available in the next winter term. Some 15 per cent will be allocated as a result of the tests, about 50 per cent by letter based on *Abitur* performance and a length of time spent waiting for a place, 25 per cent will be given to foreigners and to those Germans who show compassionate grounds, and the rest will be reserved for people who have the highest *Abitur* marks.

Foreign study 'helps career prospects'

BONN

Recent publicity about the reluctance of most West German students to spend even a short period at foreign universities has led to a flood of inquiries at the German Academic Exchange Service. But the president of this organization, Professor Hansgerd Schulte, believes that the interest which has been prompted could also give very little feeling of trepidation ... German students were discouraged from going abroad, he said, by the precarious labour market, grants for a year abroad, the notion of being able to study there without hurrying through their courses, and by reports that tuition fees had been increased in a number of countries.

A lot of students did not seem to know that they could claim supplementary grants for a short period at a foreign university.

Professor Schulte urged students to show a bit more initiative.

David Jobbins looks at the dents in morale inflicted by the blunt-speaking Under Secretary of State Dr. Rhodes Boyson

The APT, the polys, and a 'hard flaming luck' story

Leaders of the Association of Polytechnic Teachers must have felt a double sense of disappointment as they mulled over the speech to their annual council by Education Under Secretary Dr Rhodes Boyson.

Despite the Minister's robust call for the polytechnics to maintain their distinctiveness, he failed to give into their demand for an end to local authority control.

And he also failed to give any indication of the Government's response to the demand for national recognition and an APT seat on the Burnham further education committee.

APT stands for a national body (though not the Oakes model) to coordinate higher education between the universities, polytechnics and some of the colleges offering a significant amount of advanced further education.

"This is the only way to minimize the damage of the cuts and to optimize the use of rare resources", immediate past chairman Mr Ray Powell said is his report to council.

But Dr Boyson argued firmly that "for the moment it was most appropriate for the polytechnics to remain in the maintained sector.

"First, there is the undoubted strength of the local authority commitment to maintain its stake in higher education. Allied to this is my own unease, shared by many of my colleagues in Government, at any prospect of overcentralizing control of a service, which is currently not centrally administered", he said.

While local control might occasionally be thought wrong for a service responding to national needs, it was undeniable that the polytechnics had achieved their present "considerable" status on a basis of local authority support.

The authorities had not created the polytechnics but developed them from existing institutions which, he said continued to reflect the needs of the community in which they were sited.

If in APT's eyes this was a sin by commission, the second, perhaps major disappointment, was Dr Boyson's failure to refer to, let alone announce the final decision on, the question of the association's national recognition.

APT leaders have been fully expecting an announcement from the new Conservative Government of a seat on the Burnham further education committee. But while consultations are continuing, the signs are now acknowledged not to be hopeful, with the local authority associations both unlikely soon to end their opposition.

However, Mr Powell expressed his view that the outcome of the plea for recognition would be favourable.

"Once this has been achieved I believe the local authorities will grant local recognition automatically", he said.

He admitted the varying degrees of recognition granted locally at about twelve polytechnics was far from a satisfactory conclusion for the association, which claims 3,000 members.

"A completely satisfactory conclusion to the whole question will only really be achieved when the chicken and egg cycle has been broken (at the moment the egg is merely cracked)", he said.

"The Secretary of State has the power to do just that. All he needs now is the courage to make what is clearly the just decision."

The APT believes that the impact of the cuts imposed by local authorities coupled with what it regards as a wholly unsatisfactory Clegg award have underlined the need for a separate voice for the polytechnics.

The association calculates that after Clegg a polytechnic teacher at the top of the senior lecturer scale is about £2,000 a year worse off than a university lecturer similarly at the top of the career grade.

A senior lecturer in a polytechnic teaching 100 per cent degree work can earn an identical salary to a senior lecturer in a further education college teaching no higher than O level. APT's new chairman, Mrs Heather Eggins, complained.

Her predecessor was even more specific. The Houghton principle that lecturers recruited to do work similar to that done in the universities should enjoy broadly comparable career prospects had become a thing of the past.

"It is essential that a separate negotiating body for the salaries of polytechnic teachers is established so that proper salary levels according to the Houghton principle can be offered which will continue to attract people into the polytechnics without having to link those salaries to those of lecturers in flower arranging," Mr Powell said.

Dr Boyson argued resolutely that the Government was firmly opposed to a tendency for the universities and polytechnics increasingly to resemble one another.

The local authority connection was one aspect of the polytechnics' distinctiveness, he told. It was one of their major strengths, finding expression in the extent of sub-degree and part time work, particularly at technician level.

The value of the polytechnic was also based on their close links with local industry and commerce, their ability to respond to emerging needs, and their role in applied research.

Polytechnic graduates should "self-consciously" distinguish themselves from university graduates, not through academic achievement but by differences in attitude and approach.

"The polytechnic graduate should show a propensity and aptitude for defining industrial and commercial problems and designing practical ways of tackling and solving them."

Dr Boyson struck another chord of sympathy with wholehearted support for the trend towards vocational education, indicating what he saw as an increasingly positive attitude among young people towards wealth-creating careers.

Less popular was his message to those polytechnics complaining about the injustices of pool-capping. He admitted it had been rough and ready, but 1980-81 was effectively a settled issue—"hard flaming luck".

Dr Boyson : no lover of sociology.

The Stephen Jones group was hard at work examining a unit cost-based replacement for the crude formula used to cap the pool.

He told the council the new system could mean future sharing out of the pool "in accordance with educational judgments on the desirable scale of provision made by individual authorities—and the acceptable relative costs of making that provision."

The Minister's forthright attitude to the sort of courses that should be offered in the new financial and economic climate was also certain to find favour with the APT.

With a membership heavily concentrated in the less volatile, vocationally-oriented science and engineering departments, many APT members are certain to sympathize strongly with Dr Boyson's widely-reported antipathy for—among others—sociology.

He hinted that the planned extension of the circular 1/80 controls which enhanced the power of the regional advisory committees and HM Inspectorate would be pretty tough.

Dr Boyson told the APT that the number of students studying in the polytechnics was unlikely to rise much above its present level in the early 1980s.

"The result is that new developments which could be accommodated relatively easily during the period of growth must now take place in a state of little change, so that new ventures are launched at the expense of aspects of existing provision."

He compared the necessary self-appraisal this called for with the Great Debate which had concentrated on primary and secondary education.

"We have tried to keep the debate open—one reason why we turned down Oakes. The signs are that generally this public response is being conducted sensibly. But there is still some evidence of the sort of reflex response which makes no real contribution to the again debate", he complained.

He rejected repeated accusations that the Government was abandoning the Robbins principle, and suggested that Ministers had deliberately avoided moving rapidly towards an all-in solution to all the complex problems in higher education.

Paul Flather reports on the movement to discredit Julius Tomin's oppressors.

Politics and philosophy: the unlikely course Oxford took to Paris

There is a certain irony in a story of Oxford philosophers travelling to Paris to try and persuade their French counterparts to throw their weight behind a campaign against police brutality and for the free exchange of ideas.

For so long, rightly or wrongly, Oxford academics have been regarded from across the water as specialists in ivory tower politics. French philosophers on the other hand regard themselves in the forefront of "activism", and many seek specifically to destroy fine intellectual distinctions between theory and practice.

The irony was not lost when earlier this month two Oxford dons did travel to Paris to persuade leading French philosophers to join their campaign to allow the Czech philosopher, Dr Julius Tomin, the right to hold his weekly unofficial seminars in his Prague flat without the constant and close attentions of the security police, the "boys from the Bartolomejska".

The Paris conference did much more than produce another statement condemning the brutal and absurd measures taken to stop Tomin discussing ideas and meeting leading Western academics. The French philosophers wanted to know why Aristotle and not "politics" was discussed with Tomin, they wanted to know why the campaign of support was not aimed at the whole Czech state apparatus constructed in the aftermath of the Soviet invasion of 1968.

In short they wanted to impose what one might term the Parisian dimension on the case—that philosophy is political, and that the case is not just about human rights. It is not a dimension that would get widespread support in Oxford. But the arguments do much to illustrate some of the mainstream differences in approach between what we call continental philosophy, and Oxford philosophy which derives from a more empiricist and linguist tradition.

About fifty philosophers from universities and from lycée teaching staff and students, gathered in the *Ecole Normale Supérieure*, one of France's *grandes écules*, for the one-day conference. They heard Mr Alan Montefiore, Herbert Samuel fellow in philosophy at Balliol College, Oxford, and Dr Kathleen Wilkes, tutor in philosophy and fellow of St Hilda's College, describe their visits to Prague.

Dr Wilkes, who two weeks ago became the third Oxford don to be expelled from Czechoslovakia, described Tomin as very much an individualist who believed passionately in the fruitfulness of taking action (by holding seminars) to be able to think freely.

She told the conference of the extraordinary level of commitment shown by Tomin's group of students. "If you take such risks to attend you are going to concentrate intensely on all that is said and discussed". She said many of the students had been severely beaten up and Tomin himself had been psychiatrized and kicked and was weak from constant harassment over the past three years.

If the Czech security police succeeded in suppressing the seminars run by Tomin it would be a major disappointment to all other groups engaged in "unofficial" study, she said, and expelled for their support. (Since the conference Tomin has suspended the seminars; discussions now take place more informally and more regularly, in the "Socratic fashion").

That immediately raised the question of tactics, and M. Pierre Fougeyrollas, a well-known Marxist theoretician, launched in to attack the Oxford group for not going to Prague to discuss specifically Marx and Marxism.

"The English are apathetic about politics. You go to Prague and you end up talking about Aristotle and about Berkeley. There is something absurd about that to me", he said.

"I am Marxist and I argue from that position. You must go and you must talk about Marx, Engels, and Trotsky, and about changing the structure of the bureaucratic state in Eastern Europe. That is what matters", he said.

The real significance about the harassment of Tomin's seminars has been precisely that he discusses philosophy that does not threaten the security of the state, come the reply. M Jean Jacques Marie, a philosophy teacher at a Paris *lycée*, said: "The actual content of the courses has no relevance at all. What is important is that the state apparatus opposes the lectures at all."

Mr Montefiore added two further points. After years of official Marxism-Leninism, the very last subject that Tomin and his students wanted to discuss was more Marxism. They felt that they had discussed it all before, and that it had "failed".

Moreover, the students sought to change the structure of the state anyway: their first interest was the study of the ideas and history of philosophy, especially those areas such as Greek philosophy to which they had been denied all access.

Perhaps the internationally best-known philosopher at the conference was M Jacques Derrida, the distinguished senior philosopher at the ENS. He described the campaign as "symbolic and extremely important for all philosophers".

"This case is important because it is an international case. It is symbolic and will arouse deep solidarity across all borders in philosophical thinking. We have to let Tomin begin again as an academic. We have to let him think, speak, exercise himself in what he is qualified and trained—being a philosopher", he said after the conference.

"Most of the Oxford philosophers have come to the campaign from a liberal position, which is legitimate of course. But probably that is not enough. I think we cannot avoid making it more political.

"The case has proved that the Czechs have signed but not applied the Helsinki Agreement on human rights—they have a very different ideology in mind, very different information, and very different rules on the agreement.

"The lesson of Dr Tomin's case is that the practical side of philosophy is very important for us all. We have learnt that we must have very definite political priorities. I am very glad that it is Oxford philosophers who came to visit us today. It makes this point very much clearer."

The French were clearly fascinated that the campaign was being carried along by Oxford dons; one feels the university's reputation was greatly enhanced after the conference. Most of those who attended left money to support the campaign, most left promising to tell their colleagues to build up support throughout the country.

Most interesting of all support for the campaign came from a member of the French Communist Party (PCF), the most "orthodox" of all communist parties in Europe. M. Alexandre Adler, a lecturer in Soviet history at Vincennes, promised to try and get the PCF to take up the issue. He promised 200 signatures of support from an unofficial PCF group, the Commitee for the Defence of Liberties in Czechoslovakia.

Philosophers from Senegal to Canada have now joined in condemning the actions of the Czech state against Tomin. Professor Guido Tolocero, a leading philosopher at Rome University, wrote to the Czech ambassador more in sorrow than in anger, drawing a parallel between Tomin's case and some of those during the Nazi regime in Germany.

Tomin's case has done much more than highlight the limits of academic freedom in the Eastern block: it has raised anew a discussion of the nature of philosophy itself. What is philosophy, where does thinking stop and action begin, are questions that must be faced. Tomin's own question is quite clear: he is discussing philosophy; the security police have forced it into a political issue.

NOTICE BOARD

Noticeboard is compiled by Patricia Santinelli and Mila Goldie

Chairs

Professor E. A. Ash, professor of electrical engineering at University College London, has been appointed to the Pender chair of electrical engineering at that college with effect from October 1, 1980.

Dr John McCracken, senior lecturer in history at the University of Stirling, has been appointed professor of history at the University of Malawi.

Professor M. H. Williams, currently professor of computer science at Heriot-Watt University, Edinburgh, has been appointed to the chair of computer science at Heriot-Watt University, Edinburgh.

Dr Ian Stevenson, reader in the department of pharmacology and therapeutics in Dundee University, has been appointed professor of pharmacology in the department.

Dr G. E. Kilpatrick, senior lecturer and acting head of the department of tuberculosis and chest diseases at the Welsh National School of Medicine, has been appointed to the David Davies chair of tuberculosis and chest diseases at that institution.

Mr Jones Lahore, currently reader in law at Monash University, Australia, has been appointed the first Herchel Smith professor of intellectual property law in the faculty of laws at Queen Mary College, University of London.

The title of professor of dental anatomy has been conferred on Dr A. Boyde in respect of his post at University College London.

The title of professor of economics has been conferred on Dr A. Cuddington in respect of his post at Queen Mary College, London.

The title of professor of entomology as applied to malaria has been conferred on Dr G. Davidson in respect of his post at the London School of Hygiene and Tropical Medicine.

The title of professor of physics has been conferred on Dr T. H. Griffith in respect of his post at University College London, with effect from October 1, 1980.

The title of professor of geography has been conferred on Mr H. Manners in respect of his post at University College London with effect from October 1, 1980.

The title of professor of clinical pharmacology has been conferred on Dr R. N. C. Pritchard in respect of his post at the University College, London.

Professor Kenneth Brittain, professor of instrument technology in the department of technology at the University of Loughborough, has been appointed to a new chair in creative design and head of the university's department of creative design. He will take over from Mr Robert Millard, the present head of department, on September 1, 1980.

Professor Alexander Stewart McNeish has been appointed to the Leonard Parsons chair of paediatrics and child health and headship of the department of paediatrics and child health at the University of Birmingham from September 1, 1980.

Anne Elizabeth Pennington, lecturer in Russian and fellow of Lady Margaret Hall, University of Oxford, has been appointed to the chair of comparative Slavonic philosophy from October 1, 1980.

The title of professor of enzymogen biochemistry has been conferred on Dr P. Sims, in respect of his post at the Institute of Cancer Research.

Dr S. J. Dimond, reader in the department of psychology, Mr R. E. Jones, reader in the department of physics, and Dr J. M. Aguirre, reader in the department of Hispanic studies, University College, Cardiff, have been awarded personal chairs.

Honorary degrees

Aberdeen

Dame Janet Baker, the Yorkshire born mezzo-soprano, has been awarded the honorary degree of LLD.

City

The following have been awarded honorary degrees:

LLD: Sir Kingsley Collett, a member of the city advisory panel to the university's business school and a life member of the university court.

DSc: Dr Guido Brunner, a member of the EEC Commission responsible for energy, science and education and a former ambassador of the Federal Republic of Germany.

Hull

The following are to be awarded honorary degrees in July:

LLD: Professor David V. Donnison, chairman of the Supplementary Benefits Commission. The Hon Judge Taslim Olawale Elias, vice-president of the International Court of Justice, the Hague.

The following will be awarded honorary degrees in December:

LLD: Professor Herman Liebaers, former director, Royal Belgian Library.

DSc: Dr Peter D. Mitchell, director of research, Glynn Research Institute.

Manchester

The following have been awarded honorary degrees:

LLD: The Hon Dame Rose Heilbron and Sir George Kenyon.

LLD: Professor Bertrand de Jouvenel and Professor Robert Shackleton.

DSc: Professor Sir Kenneth Walker.

Forthcoming events

"Management Information Systems for Educational Institutions in a Period of Contraction" is the theme of a conference organized by the Management Information Centre of the North East London Polytechnic, to be held from June 12-13 at the Piccadilly Hotel, Lecolps W1. The conference will deal with the use of the right techniques in selecting the information with which to make development decisions. Fee: £60. Further details from the Management Information Centre, NELP, Forest Road, London E17 4JU.

Open University programmes June 7 to June 13

Saturday June 7

BBC 1

7.10 Introduction to pure mathematics (M205) : prog 16).
8.00 Exploration in analysis and topology (M414) : prog 10).
9.40 Creative Surfaces (M205) : prog 16).
9.40 The Enlightenment : Prodigacy and Calculation (A305) : prog 1).
9.55 Curriculum design and development : The Welsh Manuals School (E351) : prog 8).

BBC 2

7.40 The revolutions of 1848 : The Face of Germany (A321) : prog 6).
8.00 English urban history 1660-1700 : Economy and the Citizen (A322) : prog 5).
8.35* Arts foundation course : The Natural World, Museum, London (A101) : prog 17).
9.15 Social psychology : Man's Experience of the World (D300) : prog 1).
9.11 People and work : Crime (D351) : prog 3).
9.45* Screening Nuclear Hazard (U201) : prog 6).
10.10 Open : "Power Over" (A307) : prog 1).
11.05 The Earth's physical resources : Mining : Case Study in Ireland (T281) : prog 6).
11.35* Issues : The Future of the Fire (S269) : prog 8).
11.50 Cognitive development : language and thought (D304) : prog 1).
12.15* Understanding space and time : Vectors (M202) : prog 1).
12.45* Architecture and design 1890-1939 : The International Exhibition (A305) : prog 1).
12.05 Industrial Arts (A305) : prog 11).
12.30 Search methods in studies and the social sciences : Interviewing techniques (D304) : prog 11).
12.30 Integration and normed spaces : Integration in the Work (M202) : prog 8).
13.05* Mass communication and society : The General Election (D236) : prog 1).
14.30* Micro-mat: futures : design and technology : Problem Identification Game (T252) : prog 4).

Alternative broadcasts: students in Radio Scotland and Radio Cymru areas only.

15.55 Understanding space and time : The Geometry of Space-Time (B304) : prog 1).
16.15 People and work : Crime (D351) : prog 3).
16.35 An introduction to psychology : Behaviour Therapy (D351) : prog 3).

RADIO 3 (VHF)

8.00 Mechanics and applied calculus : Work and energy (M101/102) : prog 1).
9.30* Social work, community work and society : Liverpool : City of Change (D315) : prog 1).
1.40 Research methods in education and the social sciences : Case Study (D304) : prog 3).
1.50 Patterns of inequality : Eastern Europe : Power and the Peasant (D302) : prog 1).
1.30* Open University Course : The House of Commons : Competition (A101) : prog 33).
7.40* Science foundation course : The Story of Oil (S216) : prog 21.

RADIO 4 (VHF)

Alternative broadcasts for students in Wales only.

6.40 Welsh or mid-Welsh transmitters
6.40 Music for Wales
7.10 Open Forum—17
8.10 Physical aids and organisms : Proteaglandin Research (S341) : prog 1).
9.00 An introduction to materials : The Course Theme : Approach to Case Studies Supplementary (T302) : prog 1).
10.10 The nature of chemistry : Chemistry with the Computer (S341) : prog 3).
11.30 Structure, design and development : The Welsh Manuals School (E351) : prog 12).
14.00 Decision-making in British : Government and Industry (D207) : prog 8).
14.00 The Multi-Nationals (D203) : prog 1).
14.00 Complex Analysis : Singularities (M202) : prog 4).
14.30 Linear mathematics : Revision (M101) : prog 1).
15.00 Twentieth-century poetry : "Purgatory" (A305) : prog 1).
15.00 Numerical computation : Interpolation (M203) : prog 1).
15.30 Cognitive development : language and thought (D304) : prog 1).
15.30 Principles of Cognitive Development (D304) : prog 1).
15.40 An social population : Doctor-Patient Communication (D236) : prog 1).
16.00 Physical and reality : central themes in Wittgenstein's philosophy : two "Philosophical Grammars" (A307) : prog 1).
16.30 Optics : Looking at Limestones (S341) : prog 5).
16.40 Arms transfer—Action Marine Associations (T281) : prog 3).
17.00 The Enlightenment : Modernism in music 1890-1939 : Schoenberg, Webern, Berg (A305) : prog 1).
17.40 An introduction to textual criticism : Prediction in Action (M203) : prog 1).

Alternative broadcasts for the Radio Scotland and Radio Cymru areas only.

18.35 Williams and Glyn's : The rate of exchange : Tyndale, Part 2 (B203) : prog 8).
18.35 Revolutions of 1848 : The Face of Germany : Conflict (A321) : prog 6).

RADIO 3 (VHF)

Alternative broadcasts for students in Wales only.

6.40 Linear mathematics : Revision (M101) : prog 8).
00.20* Numerical computation : Interpolation (M203) : prog 8).
00.40* Open Forum—17.

Sunday June 8

BBC 1

8.55* Geology : Metamorphism and Metamorphic Rocks (S362) : prog 1).
7.40* Science foundation course : Drugs and Politics : Great Britain (D232) : prog 1).
8.00* Earth Science topics and methods : Part 2 : Simulation in Coastal Studies (S356) : prog 13).

BBC 2

10.30-8.40 am programmes in Wales: see BBC Wales.

7.40 Making sense of society : Shop Assistant (D101) : prog 17).
8.05* Science foundation course : Alcohols Aren't (S101) : prog 16).
8.30 Mathematics : Calculus : course 1 : Why a? (M101) : prog 20).
8.55 The Earth's physical resources : Oil, Natural Gas : Choice of Containers (T281) : prog 3).
8.40* Principles of chemical processes : Chemical Composition (S101) : prog 9).
10.10* Physiology of cells and organisms : Fertilization and Implantation (S341) : prog 8).
10.10* Man-made futures : design and technology : Recycling (T252) : prog 6).
10.10* Structure, bonding and the periodic table : Trends in the Periodic Table (S101) : prog 8).
11.00 Computer Science : Information systems : How Does a Date-base Work? (T302) : prog 8).
11.20 Arts Foundation Programme for Apprentices : Preparing for Study : Shift the Centre of Gravity (A101) : prog 1).
11.50 Mechanics and the Conservation Laws : Energy and the Bicycle : prog 8).
12.10* Systems behaviour : Brighton Marina : Case Study (T281) : prog 3).
12.40* Instrumentation : Reactor Analysis : Control Rod Calibration (T252) : prog 1).
13.05 Cities under stress : Fatigue (T301) : prog 8).
13.30 Control engineering : Root Locus (T252) : prog 8).

RADIO 3 (VHF)

6.00* Oceanography : Chemical Oxygen in the Ocean (S333) : prog 6).
6.20 Mathematics : Linear geography : The North East : A Region with a Problem (M101) : prog 19).
6.40* Sociology and society : New Forms of Stratification (D101) : prog 17).
7.00 Making sense of society : The Use of Statistics in the Work Place (D101) : prog 17).

RADIO 4 (VHF)

7.40* The Early Roman Empire and the Rise of Christianity : Cities in the Roman Empire (A301) : prog 8).

Except for Radio Cymru 7.15-7.55 only and Radio Scotland 7.15-8.15 only

7.15* The Use of Libraries—3
7.35* An Italy 1350-1550 : The Del Monte Palace Chapel (A305) : prog 3).
7.55* Understanding space and time : The Geometry of Space-Time (B304) : prog 2).
8.15* An introduction to psychology : Behaviour Therapy (D351) : prog 3).
8.35* People and work : Crime (D351) : prog 3).
8.55* The revolutions of 1848 : The Cartoon Cartoon in 1848 (A321) : prog 8).
9.15* Reformation : Reformation : Freedom : Galileo's Alternative (A305) : prog 1).
9.35 The digital computer : Why Systems Software? (T281) : prog 8).
9.55* Schools and society : The use of Written Language : Tyndale Part 4 (B203) : prog 8).

RADIO 3 (VHF)

34.00 Conservative politics : The Limits to Politics (D302)
00.20 History in architecture and design : 1890-1930 : Pierre Chareau : Maison de Verre (A305) : prog 1).
00.40* Renaissance : Wings and Things (B209) : prog 8).

Monday June 9

BBC 1

8.40 Microeconomics : The Surrogate Market (B203) : prog 8).
7.05 Patterns of inequality : Black Youth in Britain : Perceptions of Inequality (D302) : prog 9).

BBC 2

8.40 Telecommunication systems : Telephone Switching (B) (T301) : prog 10).
7.05 Modelling in mathematics : Shopping Around for Models (T302) : prog 1).
7.30 Linear mathematics : Linear Programming (M101) : prog 17).
8.20* An introduction to materials : The Course Theme : Approach to Case Studies (D101) : prog 19).

RADIO 3 (VHF)

6.00 Conflict and stability in the development of modern Europe : Europe 1789-1870 : Romantic Revolution (A305) : prog 9).
6.20 Modern art from 1848 to the present : styles and social implications : Theories of Art : (1) Baudelaire and the Futurists (A321) : prog 8).
6.40 The development of instruments and their music : The Achievement of the Classical Symphony (A301) : prog 11).
10.30 Man's religious quest : The Jewish Tradition (A1303) : prog 13).
10.40 Arts foundation course : Introduction Health-Care Art : The Social and Economic Background (A101) : prog 19).

RADIO 4 (VHF)

23.30 Images and information : Indexing pictures of biological objects (A304) : prog 11).
23.50 Elements of music : Harmonic Analysis (A304) : prog 9).

RADIO 3 (VHF)

Alternative broadcasts for Scotland and mid-Wales only.

24.00* Physiology of cells and organisms : Prostaglandin Research (S341) : prog 1).
00.20* The nature of chemistry : Chemistry with the Computer (S341) : prog 9).
01.40* Curriculum design and development : The Welsh Manuals School (E351) : prog 12).

Tuesday June 10

BBC 1

6.40 Fundamentals of human geography : Hills Grazing (D201) : prog 11).
1.05 An introduction to the chemistry of carbon compounds : Principles of Organic Synthesis (S341) : prog 1).
7.30 Analysis : Holmann : integration (M241) : prog 6).

BBC 2

8.40 Conflict and stability in the development of modern Europe : Europe 1789-1870 : Romantic Revolution (A305) : prog 9).
7.00 The handicapped parent in the community : Coal in a Hostile World (D201) : prog 4).
7.00* Mathematics : foundation course : Why? (M101) : prog 101).
16.05* The development of instruments and their music : Mahler Development : Haydn (A304) : prog 8).
18.00 Science foundation course : Molecule Macromolecules (B101) : prog 17).

RADIO 3 (VHF)

6.00 Curriculum design and development : The Welsh Manuals School (E351) : prog 12).
6.20* The digital computer : Why System Software? (T281) : prog 10).
6.40 Review : Twenty Owls (B230) : prog 3).
10.20 Personality and learning : Creativity and the Grand Inquisitor Part 1 (B304) : prog 14).
16.40* The Use of Libraries 1.

RADIO 4 (VHF)

23.30 Renaissance and Reformation : Style and Idea in Renaissance Music (A305) : prog 17).
23.50 The Enlightenment : Buffon—An Enlightenment Scientist 1 (A304) : prog 17).

RADIO 3 (VHF)

Alternative broadcasts for Scotland and mid-Wales only.

24.00* An introduction to materials : The Course Theme : Approach to Case Studies (T302) : prog 2).
00.00* Computer analysis : Singularities (M202) : prog 5).
00.10* Systems behaviour : Brighton Marina—Objections (T281) : prog 4).

Wednesday June 11

BBC 1

6.40 Schools and society : New rewards for Written Theorems (B203) : prog 8).
7.05 Reading development (P2331) : prog 8).
The reading curriculum and the advisory role (P2332) : prog 3).
Reading and general development (P2334) : prog 3).
A Matter of Fact (P2331) : prog 21).

BBC 2

6.40 Introductory electronics : Analogue Systems : Inputs and Outputs (T281) : prog 1).
7.05 Physiology of cells and organisms : Implantation and the Embryonic Environment : The Placenta (S341) : prog 9).
7.30 Biological bases of behaviour : Basic Neurophysiology : Action Potentials (M303) : prog 1).
8.50 Microbiology and molecular biology : Bacteriophage Lambda (B232) : prog 3).
6.15 The study of chemistry : Cyclohexane : The Chemistry of Molecule Shape (S101) : prog 9).
6.40* Patterns of inequality : Black Youth in Britain : Aspirations of Inequality (D302) : prog 10).
8.30 Linear mathematics : Linear Programming (M101) : prog 17).
11.00* Reading series for secondary schools : Reading and the Curriculum (P2332) : prog 3).

RADIO 3 (VHF)

6.00 Curriculum design and development : The Welsh Manuals School (E351) : prog 12).
6.20* The digital computer : Why System Software? (T281) : prog 11).
6.40 Review : Twenty Owls (B230) : prog 3).
8.20* Personality and learning : Creativity and the Grand Inquisitor Part 1 (B304) : prog 14).
8.40 Grasce 478-336 BC : Aristotle (B209) : prog 3).
10.20* Research methods in education and the social sciences : Case Study (D304) : prog 3).
10.40 Social Science Concepts (D304) : prog 1).
10.40 Mathematics foundation course : Foundation Maths 9 (M101) : prog 21).

RADIO 4 (VHF)

23.30 Twentieth-century poetry : "Purgatory" (A305) : prog 1).
23.50* An introduction to materials : The Course Theme : Approach to Case Studies (T302) : prog 3).
Computer analysis : Information Systems : How Does a Data-base Work? (T302) : prog 8).
Mathematics foundation course : Foundation Maths 9 (M101) : prog 21).

RADIO 3 (VHF)

6.00 Oceanography : What's Who in the Ocean (S333) : prog 9).
7.05* Mathematics : engineering : Root Locus (T252) : prog 9).
7.30* Linear mathematics : Revision (M101) : prog 20).
8.20 Physiology of cells and organisms : Prostaglandins : Case Study in Ireland (S341) : prog 10).
10.40* Computer analysis : Singularities (M202) : prog 6).
11.10* Systems behaviour : Brighton Marina : Case Study (T281) : prog 4).
11.40* Open Forum—17.

Thursday June 12

BBC 1

8.40 Cognitive development : language and thought from birth to adolescence : Piaget's Theory for Infants (D304) : prog 1).
7.05 Relevance and Reformation : Socrates : Music of the Heptasaurus (A301) : prog 1).
7.30 Conflict in the family : Dan Stop at 17 (D201) : prog 1).

BBC 2

6.40 Introduction to pure mathematics : Space-Time Geometry (M203) : prog 1).
7.05 Industrial relation : Industrial Militancy (T281) : prog 11).
7.30* Systems performance : human factors and systems failure : Systems Engineering (T252) : prog 11).
11.30* Conflict and stability in the development of modern Europe : Europe 1789-1870 : Romantic Revolution (A305) : prog 9).

RADIO 3 (VHF)

6.00 Patterns of inequality : Eastern Europe : Power and the Peasant (D302) : prog 1).
6.20 Modern art from 1848 to the present : styles and social implications : Theories of Art : (1) Baudelaire and the Futurists (A321) : prog 8).
6.40 Perception : Visual Music (A101) : prog 17).
10.20 Reading series for secondary schools : Reading and the Curriculum (P2332) : prog 3).
23.30* Software : Why Systems Software? (T281) : prog 11).
23.50* Streamlining and Rationalization : Sight and Idea : Renaissance Music (A305) : prog 17).

RADIO 3 (VHF)

Alternative broadcasts for Scotland and mid-Wales only.

24.00* Twentieth-century poetry : "Purgatory" (A305) : prog 1).
00.30* Computer analysis : Integration and Differentiation (M202) : prog 1).
00.40* Conflict and stability in the development of modern Europe : Europe 1789-1870 : Romantic Revolution (A305) : prog 9).

Friday June 13

BBC 1

8.40 Oceanography : What's Who in the Ocean (S333) : prog 9).
7.05* Mathematics : engineering : Root Locus (T252) : prog 10).
7.30 Linear mathematics : Revision (M101) : prog 21).
8.20 Physiology of cells and organisms : Prostaglandins : Case Study in Ireland (S341) : prog 11).
10.40* Computer analysis : Integration and Differentiation (M202) : prog 2).

BBC 2

6.40 Modern art from 1848 to the present : styles and social implications : Theories of Art : (1) Baudelaire and the Futurists (A321) : prog 8).
7.05 Communication and society : Fatigue (D236) : prog 1).
7.30 Mathematics foundation course : Foundation Maths 9 (M101) : prog 21).
17.10* The Earth's physical resources : Mining : A Case Study in Ireland, Part 1—Extraction (B356) : prog 6).
17.40 Computer science and information systems : How Does a Data-base Work? (T302) : prog 8).
18.05* Biological bases of behaviour : Basic Neurophysiology : Action Potentials (M303) : prog 1).
18.30* Microeconomics : Surrogate Market (B203) : prog 8).

RADIO 3 (VHF)

6.00 Mass communication and society : The rights of Reuse (D236) : prog 1).
6.22* An Analog population : Doctor-Patient Communication (D236) : prog 1).
6.40* Introduction to chemistry : Introduction to Organic Chemistry (M303) : prog 1).
18.30* The study of human geography : The Human Past : Region with a Problem (D201) : prog 1).
18.40 Science and Belief : From Copernicus to Darwin : The Origins of Darwin's Theory (A304) : prog 1).

Alternative broadcasts for Scotland and mid-Wales only.

23.30* Software : Why Systems Software? (T281) : prog 11).
23.50* Streamlining and Rationalization : Sight and Idea : Renaissance Music (A305) : prog 17).

RADIO 3 (VHF)

Alternative broadcasts for Scotland and mid-Wales only.

24.00* Twentieth-century poetry : "Purgatory" (A305) : prog 1).
00.30* Computer analysis : Integration and Differentiation (M202) : prog 1).
00.40* Conflict and stability in the development of modern Europe : Europe 1789-1870 : Romantic Revolution (A305) : prog 9).

Back to back: Frederick the Great (Hilary Minster) and Voltaire (Allan McClelland) in this week's production for The Enlightenment course on BBC1 Saturday at 7.40 am:

"... and shall the twain ne'er meet?"

W. W. Rostow tests the validity of comparisons between the present world tension and events that led up to the First and Second World Wars

In recent months there has been a deep and widespread sense of uneasiness in the United States—a kind of individual and collective knot in the stomach. When articulated, it came to this: things were getting out of hand, and the world seemed to be heading for a Third World War. I found this anxiety prevalent among the young as well as those old enough to remember the 1930s; among those who follow international affairs with intensity and sophistication as well as among some of my tennis-playing friends in Austin who have the good sense to concern themselves with more manageable matters and generally view politics—domestic and international—with an amused, distant, and somewhat disabused tolerance.

I responded positively, therefore when the *THES* suggested that the phenomenon transcended the United States and challenged me to try to sort out the extent to which the analogy between 1980, on the one hand, 1914 and 1939, on the other, is legitimate. Quite literally, as I write this passage (May 11, 1980), the news on the evening television reports signals out of Moscow that the Soviet leaders may be seeking an amelioration of tensions with the United States. They raise the possibility that the meeting in Vienna of May 16 between Mr Muskie and Mr Gromyko may yield what appears to be a turn in the tide. It is possible that when this is printed, the sense of nightmare will have subsided.

In the light of that possibility, I considered setting aside the writing of this piece or postponing it until the vista cleared; but, because of my somewhat eccentric view of where the Western world stands and the protracted danger it confronts in 1980 and beyond, I decided to persist.

I shall use up most time on three things:

- to evoke the elements in the international situation which legitimately call analogy to the eye of the First and Second World Wars;
- to indicate certain forces at work in 1980 that distinguish it from 1914 and 1939;
- to define the potentially mortal danger we confront in the 1980s no matter how hopeful the course of United States/Soviet diplomacy may prove to be in the months immediately ahead.

The fields of pre-1914 and pre-1939 history are so well trodden and refined that one hesitates to deal with them in highly generalised terms. Nevertheless, certain broad analogies with both periods are sufficiently evocative of recent experience to suggest with a sense of impending Armageddon has arisen in many minds and, after all, broad analogies are what move most of us, reminding us that many things are not totally new under the sun.

In the case of the Kaiser's Germany, there is in the Soviet Union a power which has steadily built up its relative military strength, a latecomer to the arena of world power still striving actively for further stature, but haunted, like the Kaiser's Germany, by the weakness of its continental ally—in one time, the Austro-Hungarian Empire; in another, the Eastern European satellites rather than the Austrian Empire; and haunted also, as was the chief of the German General Staff in 1914, by a sense of possible, or even likely, failure of an all-out effort to secure the balance of power was undertaken. Helmuth von Moltke disconcerted his staff when, time or time again, he would ask them, "Gentlemen, what if we win?" Moscow may well be pondering the same question.

Fourth, in both periods, no strong political leader was or appears now to be on the scene capable of seizing control of an interacting process of degeneration, short of a catastrophe no major government may consciously wish or purposefully plan. Contemporary political leaders do, indeed, evoke something of Theodore Roosevelt's characterisation of Bethmann-Hollweg, the German Chancellor in 1914: "He meant well feebly."

The road they led to 1939 was, despite its ample complexities, essentially simpler than the road to 1914. In the Japanese military and Hitler there were men set on straightforward military conquest confronted by adversaries sapped by domestic economic and social problems they could not manage, apparently locking the will within themselves and in their societies, to challenge the expansion of the Japanese and German domains or, even, to expend radically their armed forces in primitive self-defence. But as the 1930's wore on, there were some signs, notably in Britain, that the domestic tide might be turning and that, for Germany, the time to act decisively might be getting short.

There is some analogy in this sequence in the events of the 1970's: an America plunged into protracted disarray in the wake of the interacting Watergate-Vietnam crisis of 1973-1975, the balance of its political life pitched towards lower military outlays, wishful hopes about detente and the purging of its national security establishment, failing, along with its major allies, to cope with the interwoven problems of energy and stagflation, but turning rather sharply in 1979 to a belated awareness of danger which might well be read in an ambitious Moscow as a signal that time might be getting short. (Although not fully reflected in enlarged military budgets, the switch in American public opinion is quite startling: two comparisons will suffice.

In November 1978, 32 per cent of the American public favoured an increase in military spending; in February 1980, 73 per cent, the highest percentage since 1960. In July 1978, 49 per cent favored the engagement of United States troops in case of an attack on NATO in Europe; in February 1980, 67 per cent. The shift in willingness to engage United States forces in other major strategic regions was equally striking.

There is, then, quite enough in the analogy of 1980 to both 1914 and 1939 to justify a heightened anxiety; if not quite terminal alarm and despair.

Referring to Louis Napoleon, Karl Marx once wrote: "Hegel remarks somewhere that all great, world-historical facts and personages occur, as it were, twice. He has forgotten to add: the first time as tragedy, the second as farce." The Soviet expansionist efforts which have been gathering momentum since the mid-1970's are certainly no farce; and the multiple weaknesses of the West have certainly constituted a temptation. Soviet leaders must feel an historic duty to exploit; but the responsible leaders in Moscow are inhibited by two factors which make it somewhat less likely than in 1914 and 1939 that we are about to see an all-out, decisive effort to solve the balance of power in Eurasia.

Somewhat simplified, such a decisive military effort might be envisaged in either of two forms; a nuclear first strike on the United States, which, if successful, would leave the rest of the world essentially at Soviet mercy; or a straightforward military takeover of the Persian Gulf area, which would leave Western Europe and Japan only slightly less at Soviet mercy.

(I exclude an all-out Soviet attack on NATO because it would almost certainly involve, like the first case, recourse to nuclear weapons.)

As to the first case, the United States was an unilateral and inherently consistent interval in history; it is, happily, the case of the world's nuclear technology. The Second World War and moved forward. On the other hand, despite the wholesome diffusion of power since the late 1940s, the United States remains the critical margin: it alone commands a nuclear establishment capable of deterring Soviet nuclear power, and there is no rational and credible way for Western Europe, Japan, or the PRC to substitute for American nuclear power in the foreseeable future. Nor is there a way quickly to substitute for American conventional military capacity—land, sea, and air.

The resolution of this dilemma lies in an old formula: intimate consultation and burden sharing. The United States must pull itself out of the slough of the 1970s on its own; but I would simply assert here, rather than argue afresh, that if the United States is to play an effective role in the alliance, it must never again be left as alone in the creation and organization of military power and at times of crisis as it was in the 1960s, the period I know most intimately. That involves on both sides the refinement of methods for regular and mutually responsible consultation—a difficult piece of business. Unfortunately, there is short run convenience for both sides in permitting the United States to act unilaterally at times of crisis: the task of Washington is simplified; Washington's allies bear less responsibility and enjoy greater freedom of action. But there is no other way than to learn to concert. If the alliance is to endure in the 1980s, it cannot do so on the basis of the United States bearing the bulk of the responsibility at times of crisis, with its allies offering only counsel, mediation, or, occasionally, worrying in the wings about the United States and the Soviet Union striking bargains at their expense.

In recovering from our present dangerous military disconfiture, it is time to give substance to the concept of sustained partnership.

There is, sadly, no substitute in the rather anarchic contemporary world for well-trained military manpower and military hardware and the palpable will to use them in defence of vital interests.

I do not need to remind British readers at any length of what happened between the wars. All but a few economists, and the politicians who depended on them, were fixated on the ideas and policies that had, more or less, sufficed in the years and decades before 1914. As Britain emerged into the 1920s there was a grotesque favourable shift in the terms of trade. By 1922 they were 41 per cent more favourable than in 1913 and remained in a high range down to 1938.

Virtually alone, Keynes and D. H. Robertson perceived the consequence: British real wages for those employed were elevated; but British export markets in foodstuff and raw material areas were impoverished, causing severe unemployment in the cotton textile, shipbuilding and coal industries. By 1924 Robertson had enunciated lucidly Britain's three options: to devalue the pound in order to stimulate exports; to export capital and thus expand the market for British products; or to shift labour from the export to the home market by stimulating domestic demand. But between 1920 and 1931 an orthodoxy derived from an earlier time prevailed. Priority was turned to the pre-war value of the pound in 1925, went through the general strike of 1926 lived with over 10 per cent [illegible] unemployment and saw its share of the world market decline from 13 per cent to 11 per cent between 1924 and 1929. After 1931 all three of Robertson's prescriptions were brought into play in British policy. The British economy improved, and the unemployment rate was halved by 1939; but the blighted state of the world economy had already helped bring the Japanese military and Hitler to power.

Now we of the OECD world are gripped by policies as anachronistic as those of the inter-war years. Our reigning economists of both the left and the right are fixated on the concepts and policies that worked in the 1950s and 1960s. This was the fifth time in the past two centuries that something like this had happened. The major operational imperative of this kind of situation is that the directions of investment must shift to expand capacity in the sectors where relatively high prices signal the existence of shortages. Enlarged investment in those sectors becomes the basis for continued rapid growth.

This is the central policy perception missed by our contemporary economists and politicians. They are still arguing the three issues they have debated for more than 30 years:

—Should one rely more on monetary or on fiscal policy in controlling the level of effective demand?

—In the trade-off between unemployment and inflation, should one lean towards lower unemployment or a lower rate of inflation?

—In the division of resources between the public and private sectors, should one lean towards more public services or more output (including more investment) in the private sector?

Surely, the right answers to these three questions are:

So far as the aggregate level of effective demand is relevant, we need both fiscal and monetary policy.

The major sources of inflation at present do not lie in the level of effective demand but in the energy sector of the world economy plus the accumulated gap between money wage increases and the rate of increase of productivity which fiscal and monetary policy can only marginally reduce in modern democracies.

Public sector welfare outlays must be restrained sharply until we have found a way to resume high and sustained rates of growth.

But how do we resume high and sustained growth? The answer is: the required investments in the world economy necessary to substitute for a supply of oil no longer consistent with sustained high growth rates would alone take us back to rapid growth. On the basis of its coal and other resources, the United States should, for example, be a net energy exporter by 1990, and it would enjoy quite a boom along the way. But energy is not the only supply-side sector requiring enlarged investment. There is, in Britain and now the United States at least, a major task of modernizing obsolescent industrial plant; in the developing regions large requirements for generating increased food production on world levels, the task of checking the degeneration of the environment, including the progressive loss of much arable land through "desertification."

If we abstract ourselves from the tyranny of a macroeconomic obsession with the over-all level of effective demand, it is glorious that there is an enormous backlog of investment that needs to be undertaken in particular sectors.

But, in fact, our governments concern themselves not with these challenging supply problems, on which both future growth and the control over inflation depend, but on fine-grained macroeconomic manipulations of demand in an effort to fine-tune the degree of stagflation we suffer.

All this is preamble to my central point. Right now, there is no prospect that the OECD economies can break out of stagflation unless there is a radical change in course involving, among other things, a determined effort to break out of the trap represented by the descending OPEC production ceiling of the 1980s. As a recent American observer said: "Our economic policy is prisoner to our energy policy." (Be aware that, for the time being, Britain's situation is a bit different, with North Sea oil coming fully on stream; but the time is short relative to the lead times necessary to create a new energy base, and Ten countries on the energy/social character of *THES* readers.) Meanwhile, [illegible] spreading in many parts of the developing regions, as the foreign exchange available for general development purposes is eroded by high oil prices, increased food imports, and rising debt repayments resulting from short term borrowing undertaken in a desperate attempt to avoid domestic economic stagnation.

If these corrosive forces at work in both the advanced industrial and the developing world are not reversed soon, I believe the state of the world economy will generate, in the course of the 1980s, both directly and indirectly, as severe political and strategic problems as did the Great Depression of the 1930s. It is in our common failure to come to grips with a supply-side agenda, unfamiliar to economists of this generation (but not to economic historians) that I perceive the most likely potential matrix for a Third World War. A Western Europe and United States progressively gutted by increasingly severe stagflation are most unlikely to sustain a credible NATO; a developing world brought close to stagnation by a progressively attenuated supply of foreign exchange, at a time of maximum demographic pressure, will develop crises of which those in the Caribbean and Central America are mild harbingers.

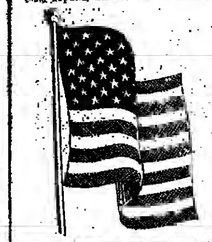
And it is all quite unnecessary. The resources and technologies exist to deal with the problems of energy, food, and the environment. In dealing with them, we would recover momentum and remove some of the elements imparting a pathological inflationary bias to the world economy. The developing regions, discouraged by the ill-conceived first efforts at a New Economic Order, more shocked by Afghanistan than they will readily admit, are, I believe, prepared for a serious partnership with the OECD world centred on a common concern with these basic resource issues.

And, if we exhibit a bit of good sense in our military policies, and break out of the conceptual hangovers of the 1950's and 1960's in economic policy, we might find some useful common ground with the Soviet Union; for, despite its ample natural resources, [illegible] energy problem which will be progressively more serious because it can only be solved by much higher levels of investment in energy and the rapid acquisition of new technologies. These objectives can only be achieved in a world of arms control and enable detente. I recently wrote this in a reply to a Soviet official's piece on United States foreign policy: "When both countries [United States and USSR] take the measure of their energy problems, it will become clear that vast increases in energy-related investment are required.

Both are feeling the pressure of a decline in the productivity of investment; a rational world they would cooperate [in arms control] to free resources to deal with their energy problems; cooperate intensively on technical fields of mutual interest, such as fusion power; and join with both advanced industrial and developing nations to help transit the difficult generation ahead when we all must struggle, including most OPEC nations, to build a new energy base as petroleum wanes."

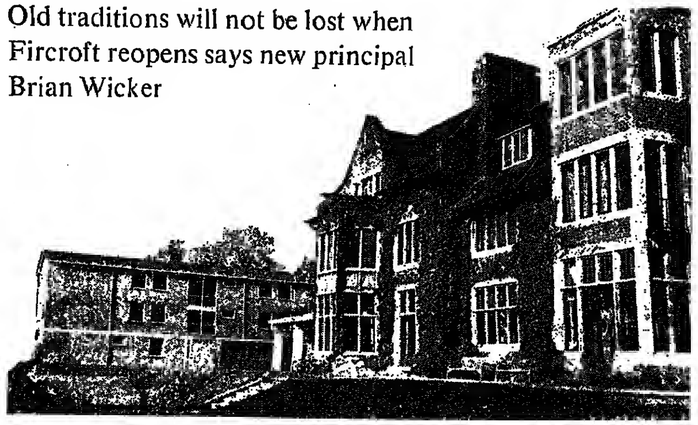
But, whatever the course of diplomacy in the short run, I do not believe rationality will prevail in Moscow until we of the West bring our military accounts into better balance and exhibit the wit and will to cope with the economic agenda before us. Until then, we shall remain in progressively greater peril. If and when we decide to round on our problems and act, there is a decent chance the current nightmarish sense of moving towards doom will lift.

The author is professor of economics and history at the University of Texas, Austin, and was formerly President Johnson's special assistant for national security affairs from 1966 to 1969.



Faces of the wars: from the top, Kaiser Wilhelm, Mussolini, Hitler.

Old traditions will not be lost when Fircroft reopens says new principal Brian Wicker



Rebuilding Jerusalem

The Fircroft College that will be opening its doors to mature-age students in September, 1980, after so lamentable a gap of years, will be sticking to its old feet in a number of ways. Its job will remain "second-chance" education in "liberal studies", on a one-year residential basis. The courses will still be free of the pre-packaging that inevitably goes with being tied to a syllabus for a college diploma, university entrance requirement, or other piece of paper. As far as possible within the narrow limits of the college's academic resources, teaching will attempt to be tailor made to personal needs.

But Fircroft was always more than an academic institution. It was special, even among the long-term residential colleges, for its emphasis on the shared community-life of its members. Here, perhaps, is one of its problems. Should the community-life concentrate on nurturing the individual possibilities of the members, or should it be devoted to training people who want—in the words of Blake which are inscribed over the principal's fireplace—to build Jerusalem?

I take it for granted that it is one job of Fircroft to make as smooth as possible the pathways to higher education, professional trainings or other kinds of outside opportunity for those who want them. I also take it for granted that, as one college on the larger campus of Selly Oak Colleges, and as an institution sitting in the midst of an industrial conurbation, it should give members many choices to look outwards and to involve themselves in the community.

But the question remains, and it effects many of the decisions that will have to be made: how far can a regime that included such humdrum duties as helping in the garden or the kitchen be re-established in the 1980s? How far should the college favour applicants who are socially or politically "active" over others who may be opposites? These are so-far-unresolved questions that depend, in the last analysis, on what it means to be an "college of liberal studies for mature-age people at the present time.

One might begin by noting that there is something paradoxical about "liberal studies" for working men and women. Liberal education, after all, originally meant education for those who didn't have to toil at what the penny catechism used to call "servile work": it was education for gentlemen, as Newman's celebrated lectures on the subject make clear.

Hence, as Arnold saw, it was designed to give the skills you needed effectively and intelligently to criticize, rather than the ones you need to serve, civilisation. Thus the man of liberal culture saw life from the angle of vision provided by the writing desk, the arm-chair, or the pulpit, not that of the furrow or the work-bench.

Nevertheless, there has always been another tradition of education that the liberal one—though it has not had much turing in modern educational debate. This is the tradition in which making, not criticizing, is the fundamental activity to which the educated person directs his attention. This tradition sees life from the point of view of the ploughman or the craftsman or the practising artist.

When Samuel Smiles proclaimed that "in the school of labour is taught that practical wisdom" he was echoing, not just distorting, the Benedictine tradition of *labore est oraro* and the Christian valuation of ordinary skills from the carpentry of Christ to the masonry of Chartres: the tradition which made some kind of bond between Marx and William Morris, or even between Pope John XXIII and Nikita Khrushchev. The question is whether there is a place for this alternative tradition in a modern college of liberal studies for working people.

In adult educational terms (and here I want to distinguish education from mere training) the "servile" activities tend nowadays to be relegated to the "leisure" world: the woodwork class, the do-it-yourself movement. Whereas what politicians and manpower planners like to think of as the nation's practical needs are skills which once belonged to the gentlemanly class: more and better literacy and mathematics, more critical and cultured scientists, inventors and entrepreneurs.

Thus the true meanings of both the "liberal" and the "labour" based concepts of education have been distorted and diluted. Is it possible for a college like Fircroft to act as a place where the genuine meanings of both traditions cross and confront each other? I would hope it is.

Of course, a year out from work in a leisurely environment, even a Blakean green and pleasant land (albeit set only a mile or two from inner-city desolation) will tend to look like a touch of the old gentlemanly world taken out of context. It would be surprising if some of the most sensitive and righteous did not feel out of place, or even feel guilty, in such surroundings (though it should be said that Fircroft is a very modest, workaday house, still harbouring some of its old Quakerish simplicities of life).

There should then be no surprise if a certain brash counter-assertion, having nothing to do with the elite world, set in, and with it a refusal to recognize even the genuine liberal values. But need this happen, if the essential raw-material of the life is itself a reappraisal and re-making of work-experience and its social context?

Of course, the weakness of the "labour"-based concept of education was always that it took the lone craftsman or its model of human excellence and creativity. This ideal was never wholly valid, even in ancient or mediaeval times. Today we need a concept of what is truly productive, viewed in much wider than anything envisaged by the arts and crafts tradition. (At the same time, too, we need a wider notion of that which is non-productive, despite anything time-employment or other studies may claim for it.)

An education which takes work seriously must have an alternate definition of what counts as useful toil: and this is far from simple to formulate. It is all too easy for us, as it was for Samuel Smiles, to exploit the ambiguities of the word "industry" in order to impose premature definitions (e.g. the slide from industry as the virtue of industriousness, to the virtues of, says the Confederation of British Industry).

But even when an adequate account has been given, it is still not enough. We still need to insert a third, and much undervalued element into the educational mix. In addition to creating a productive cross-fertilization between the values of man the "maker" and man the "critic" of a civilization, i.e. between the spheres of labour and of leisure, there is also the sphere of man the "consumer", or as I would prefer to call him, man the "patron", of civilization.

Without the "consumer" there can be no useful toil, no productive labour. Perhaps one of the reasons why so little has been heard of the "consumer" in the economic equation, or at least so little say in it has been allowed to enter into our political calculations, is that it has little or no place in the educational thinking of either the "liberal" or the "labour"-based traditions. But surely an education in any genuinely participative democracy must include this aspect of existence?

Possibly, a change of terminology would help. Today, only big anonymous corporations, like the BBC or the Arts Council, are felt to be the patrons: the rest of us are just consumers. (Hotels and pub shops may call us their "patrons", but this is just snobbery.) But the point is that, in a democracy, we all have the power of patronage, and education should help us to use it.

The patron, after all, is literally a kind of pro-creator, who enters decisively and with authority into the social process. Indeed into the market place, not only because of his taste (good or bad) and his money, but because of his power. In the past (or as we have been led to think) patronage was truly possible only to an elite, who were able to select and buy what artists and craftsmen had to offer.

In a modern society we all have this power, taste and money to some degree: but we are mostly unconscious of it. The consumer, or "patron" is the sleeping giant of our world. If he could be woken up, then perhaps once again man the "patron" would stand alongside man the "maker" and man the "critic" as one of the three essential pillars of a civilised society.

Perhaps it can be one of the jobs of a college like Fircroft, to include in its political, historical, literary and economic studies of modern industrial society, and of the place of working people in it, the view from the shock-out and the hospital bed, and all the other places where man the "consumer" or "patron" finds himself, to put alongside the views from the work-bench and the arm-chair.

The author is the past principal of Fircroft College, Birmingham.

Cutting into the muscle of university research

The contract system is inefficient and unsatisfactory, argues Brian Salter

As the full effect of the cuts in higher education expenditure begin to be felt, universities are very rapidly having to rationalise internal planning procedures in an attempt to maximize their use of the resources they still have (difficult though this is with the Government's distinctly unhelpful stance on cash limits).

But one field in which this is not being done is in contract research: that area of the universities' activity not funded by the UGC but by a complex of external funding agencies. Here the university planners have yet to have an effect—with the result that market forces combine with creaking university structures to produce considerable research inefficiency. At the same time those academics employed as full-time researchers on short-term contracts are the most vulnerable group in the academic community; they rarely have any guarantees of continuous employment and frequently are obliged to waive their legal rights to redundancy and unfair dismissal claims.

In 1977-78 contract research staff constituted 19 per cent of all academic staff employed in universities (University Grants Committee figures—by "contract research staff" is meant, in the words of the UGC: "staff only partly financed or not financed by universities from general funds, i.e. supported by research grants etc"). These externally obtained research grants form 11 per cent of total university income, the remainder being wholly UGC funds, and means that universities are one of the largest employers of people on short-term contracts in the country.

This basic problem is that universities compete with each other for research funds in an essentially *laissez faire* market for research funding. There is little agreement among the funding agencies—Government departments, research councils, industry, private foundations—as to what the application procedures should consist of, what requirements they should have of the host institutions and what common research priorities should be adopted.

So as rivals for scarce resources, the universities do not feel able to unite to establish guidelines within which the funders must operate. Nor does the UGC exercise an influence on the situation. Its one attempt to do so, a recommendation that all contract research staff should be charged funding agencies 38 per cent overheads on research projects, was judiciously ignored. The result is that the vagaries of the research money market dominate those who wish to consume its products.

The diversity of external funding sources for research is reflected in the diversity of arrangements within universities for organizing, or not organizing, the conduct of contract research. *Ad hoc* adjustments have been made to university structures concerned primarily with teaching in order to incorporate the one fifth of academic staff for whom research is a full-time occupation.

Centres, units, institutes have been grafted on with varying degrees of integration with department or faculty. Rarely has a conscious effort been made to define how the relationship between teaching and contract research should operate. In any event, the majority of research staff remain uneasily and precariously situated within the traditional departmental teaching structures.

The episodic nature of research funding, coupled with the absence of any protection by the employing institution, the university, means that the position of research faculty is inherently insecure. Each contract obtained by a researcher may well be his last and because economic cost is often one of the main criteria applied by the employer, the university, the prospects of unemployment increase as the "research" gets older.

So it is not infrequent that a researcher who has been employed on a series of contracts with a university finds himself, in his early forties, considered too expensive to re-engage, and so, regardless of his publications, status and service to the institution, is summarily consigned to the dole queue.

The marginality of research is emphasized, gallingly so, by the fact that they do not have parity of status with teaching staff. This is manifested in the absence of rights normally enjoyed by teaching staff: they are frequently denied committee membership, not have access to internal university research funds, and are not allowed to initiate and be responsible for research projects.

The absence of these rights, and the peripheral status to which it consigns researchers, is indicative of the universities' failure to recognize and deal with the problem faced by what is undeniably a substantial group within the academic community. The net effect is, as the 1978 annual report of the Nuffield Foundation emphasized, low morale among the research community. Insecurity and isolation are the human cost of the universities' failure to adjust their operations to include an explicit and organized research function. This indirect human cost is paralleled by other.

The efficiency of research suffers because the naked contract system of employment fragments the research effort, produces a rapid turnover of staff, does not provide an explicit period of research training, disparses rather than hoards expertise, and undermines job satisfaction. It is a situation antithetical to the professionalization of the research activity.

Secondly, university teaching suffers because no systematic arrangements exist to ensure that, where possible, knowledge generated in the course of research funded by external agencies is channelled into the teaching process. Far too often, contract researchers are regarded by universities as a convenient pool of teaching labour to be used to fill gaps in the existing timetable rather than as a source of fresh facts and ideas. In addition research staff are generally expected to do such teaching without pay as part of their obligations to a university which displays no obligations towards them.

Thus in the last analysis, the academic community suffers because one fifth of its members are given an inferior and marginal status. They are encouraged to be uncommitted to, and under-involved with, a community which defines them as peripheral; it is a sad waste of potential.

Quite how long the irrational and inefficient organization of contract research in higher education will continue is difficult to say. What happened in the United States when, in 1872, Marx and Engels were driven to kill off the International in the Congress of the Hague, but we ought to be able to consider the issue, which turns out to be a rather complicated one, without resorting to the *post hoc ergo propter hoc* fallacy. The question whether the outcome of subsequent Marxist-anarchist confrontations was inscribed in the logic of Marx's original encounters with anarchists is one that admits of being settled a priori. It may be adjudicated only if we take a long hard look, with as unjaundiced an eye as we can focus, on these first encounters themselves.

To do so is to become aware of a significant difference between Marx's disputes with the anarchists he encountered and subsequent Marxist anarchist confrontations; a difference in directionality. Later anarchist complaints about Marxist authoritarianism all are predicated on the superior power of the Marxist side. These complaints come to be levelled against Marxists who had the upper hand, who enjoyed the advantage of occupying the commanding heights. But Marx himself occupied no such lofty position, either inside or outside the International. Unlike many other later Marxists, he could neither afford to nor, for granted the superiority of his own doctrines, by virtue of his power, felt obliged to enforce his views. Thus his critics asserted, often in the face of rival doctrines and rival movements that were themselves libertarian in strength.

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Paul Thomas looks at how anarchist theory helped shape Karl Marx's work

Alexander Herzen once observed that all too frequently the spirit of brotherhood for which the revolutionary left is supposed to stand is expressed in the spirit of Cain and Abel.

Our own century is rather fuller than Herzen's of examples of Marxist anarchist mistrust and fratricide. Among the most obvious are the suppression of the Kronstadt rebellion by the Red Army in 1921, communist troops taking up arms not against the fascists outside the gates but against an anarchist militia in the streets of Barcelona in 1936 and (on the eve of Eurocommunism) the chilling aloofness and *hauteur* displayed by the functionaries of the French Communist Party to the radical upsurge that was taking place outside their joyless bureaux, in the streets of Paris, May 1968 is no mere melancholy epilogue to a sorry story of fratricide. There is no reason to suppose that the last chapter in this unwholesome saga of bloodletting, betrayal and recrimination has yet been written.

But what of those chapters that have? In reading them we need to exercise caution. The most obvious feature of Marxist-anarchist fratricide is that anarchists seem to play the role of Abel, Marxists, the role of Cain. Yet this feature, if we take it as a point *d'appui*, can be misleading. There are risks involved in imposing it retroactively, as a pattern which the facts must be forced to fit.

It is all too easy to jump to the conclusion that Proudhon's and Bakunin's obsessively voiced protestations about Marx's "authoritarian socialism" fit the pattern and must therefore have had some claim to accuracy when they were originally proffered. Yet there is no good reason to apply any such pattern, like a mould, to Marx's career as a revolutionary. To the contrary, to suppose that in the light of subsequent events anarchists complaints about Marx's authoritarian tendencies must have been justified is to give in to an historicist prejudgement.

After all, few people outside the ranks of the uncritical would today *directly and immediately* link Bolshevik horrors and excesses with Marx's writings, as though the former were the logical outcome or the only possible expression of the logic of the latter.

Yet to accept at their face value Proudhon's and Bakunin's far from disinterested declarations about Marx's political authoritarianism is to effect a no less undialectical and unsatisfactory linkage.

Even to suppose that their complaints embodied some predictive force is in effect to attribute to Proudhon, Bakunin and others the gift of second sight. It is to advance the dubious claim that in the light of later Marxist excesses, these anarchists were in some way more right than they could possibly have known. It may of course be true that a point of no return in Marxist-anarchist relations was reached when in 1872 Marx and Engels were driven to kill off the International in the Congress of the Hague; but we ought to be able to consider the issue, which turns out to be a rather complicated one, without resorting to the *post hoc ergo propter hoc* fallacy. The question whether the outcome of subsequent Marxist-anarchist confrontations was inscribed in the logic of Marx's original encounters with anarchists is one that admits of being settled a priori. It may be adjudicated only if we take a long hard look, with as unjaundiced an eye as we can focus, on these first encounters themselves.

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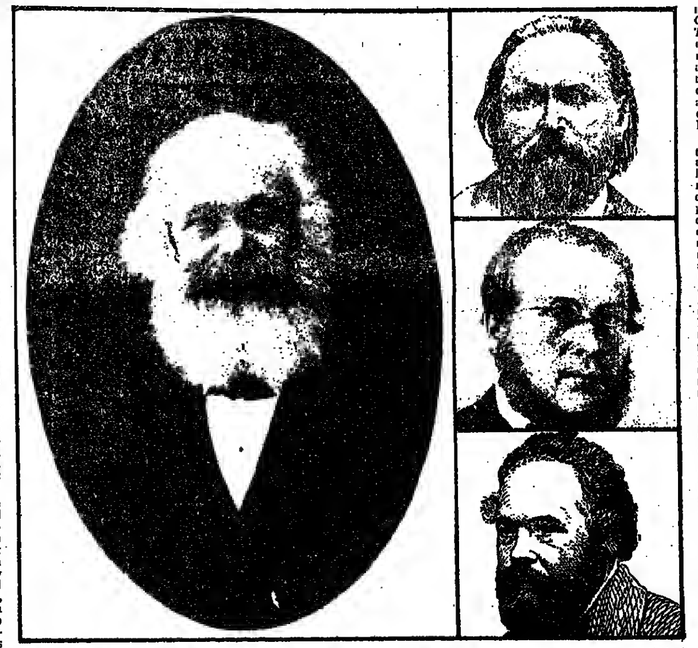

Above: Karl Marx (1818-1883), founder of the First International. Right, top to bottom: Alexander Herzen (1812-1870), Russian writer and political agitator; J. J. Proudhon (1809-1865), French socialist; Mikhail Bakunin (1814-1876), Russian anarchist.

Brotherly betrayals on the way to the barricade

Indeed as part of it, from being the preserve of isolated theoreticians like Max Stirner into an expansive revolutionary movement mobilized by such exemplars of revolt as Mikhail Bakunin.

The point here is not simply that during Marx's lifetime Marxism and anarchism grew up alongside each other, in such a way that each was concerned from the beginning to challenge the credentials of the other. The point is also that neither set of credentials remained unchanged.

Marxism and anarchism each started life as a doctrine and developed into a mass revolutionary movement. Neither did so in isolation from the other, but what is often forgotten is that anarchism did so rather more quickly and dramatically than Marxism. This helps explain why Marx could hardly have been expected to remain aloof from, or indifferent to, the pronounced, and threatening, shift in the character of anarchism that he witnessed. It helps to explain why he attacked every aspect of the argument of, so basic an early text as *The German Ideology*. "Saint Max" takes the form of a phrase by phrase dissection of Max Stirner's *Der Einzige und sein Eigentum* (*The Individual and his Own*), and it is of considerable importance to our understanding of the evolution and the structure of Marx's doctrine.

Proudhon's much more influential thinking was not nearly as resolutely anti-programmatic as that of his near contemporary, Stirner. Appropriately enough, while the manuscript of *The German Ideology* (which Marx and Engels intended very hard to get published) was eventually relinquished to "the gnawing criticism of the mice", no such fate befell *The Poverty of Philosophy*, a project which was designed from the beginning for maximum publicity. Marx wrote it in French and had it published in Paris as well as Brussels (where he was living) in an attempt to destroy Proudhon's already considerable reputation once and for all.

What is frequently overlooked is why Marx thought it necessary and important to make this attempt and why the attempt so ignominiously misfired, as he had subsequent and frequent cause to regret. Proudhon was considerably better known and more widely read than Marx at the time. The book that had occasioned Marx's counterblast, Proudhon's *Système des contradictions économiques, ou philosophie de la misère*, enjoyed considerable success. It sold well and was translated, in short order, into German. *The Poverty of Philosophy*, on the contrary, sold far fewer copies and was translated into German only after Marx's death. Proudhon's reputation remained unimpaired. No never felt the need to reply publicly to Marx's attack. Proudhonian "mutualism" as a body of thought, and as a loose and inchoate movement, proceeded to take root in France as though nothing had happened. Its resilience, as Annie Kriegel and others have noted, helps explain the relative slowness of Marxism's penetration of the French labour movement and Proudhonism more immediately returned to haunt Marx, even after Proudhon's death, during the years of the First International.

The persistence of Proudhonism, even though it was almost entirely restricted within French boundaries, should remind us that at no point during Marx's lifetime can we speak of "Marxism" as an unchallenged orthodoxy. It was, rather, a doctrine, a method and (latterly) a movement that at all times needed to defend itself against, as well as attack, rivals. Even though Proudhonism flared up only to die down just as briefly during the earliest years of the International, its embers were fanned all too vigorously and all too precipitately by Bakuninism, which had far more international appeal and aim than the stubbornly French Proudhonists had cared to stimulate. Since Bakunin's celebrated controversies with Marx took place not just in print but also within the forum of the International, the intensity of the debate was concentrated as well as redoubled.

In the case of Bakuninism, Marx for the first time in his career was faced with an expansionist, and increasingly powerful, anarchist movement which had considerable, and growing, international appeal. Wherever the "collectivist" was attracting large numbers of converts towards the end of its brief existence—in Switzerland, in Italy, and (most markedly) in Spain—it was doing so under the mantle of Bakuninism, and of "anti-authoritarianism".

In these circumstances, properly proletarian adherence to the International in the more industrialized parts of Europe was the only possible base on which Marxism might arise; yet even here Marx's efforts were challenged and threatened—by English reformist trade unionists, by French Binquists, by the Belgian followers of the single minded Cesare de Paepe, and by the long German refusal to have much to do with the International at all. Membership of the International in its more industrialized constituency was in any case declining by 1871, and contracted even more dramatically in the wake of the suppression of the Paris Commune. The effects of the *semaine sanglante* and its repressive aftermath, which were disastrous for the workers' movement, were felt in my very restricted to France. For in the "real world" atmosphere which so quickly came to prevail, the International was quite commonly, and quite wrongly, believed to have masterminded the Commune.

As a result of this unprecedented amount of attention Marx, for the first time in his life, became celebrated (and vilified) and was himself not shaye associating the International retrospectively with the Commune, by issuing his philippic, *The Civil War in France*, with the official imprimatur of the International's General Council. This attribution had the effect of splitting an already weakened and divided organization still further, and of setting the stage for its demise the following year at The Hague.

Very little of the burgeoning present-day literature about Marx or of the flourishing but lesser literature about anarchism deals directly (or at all) with Marx's disputes with his anarchist contemporaries, disputes which are of considerable importance and interest. To enter into them involves us with, and requires us to recognize, Marx not just in his capacity as a theorist with contributions for various reasons have endured, but also as a revolutionary politician. Most current writing has the untoward effect of emphasizing Marx's written works, his intellectual legacy, as opposed to, and at the expense of, any consideration of Marx's work as a revolutionary activist, which is too often dismissed as having been intermittent and ultimately inconclusive. Marx's political activities have been otherwise presented, but for the most part only as a kind of backdrop in front of which his literary production takes place.

In either case Marx's life—what Marx did—and his works—what Marx wrote—tend to be treated separately. The former becomes a kind of trampoline for the intellectual gymnastics of the latter, about which comfortable academic judgments on and disputes over the finer points of textual technique may safely proceed. Something is left out. If Marx, as Engels said at his graveside, was "first and foremost a revolutionist", we should not separate his thoughts from his actions, his works from his work, in an absolute and untoward manner.

It is unlikely that Marx regarded himself as the dispenser of timeless theoretical truths for which a recalcitrant world was not yet ready. Indeed, it is, in large measure, because Marx practiced what he preached that Marxism has come to embody a particular kind of symbiosis of the theoretical and the practical (the much-heralded "unity of theory and praxis") which has proved to be so influential from his time down to our own. What is too often forgotten is that anarchism provided Marx's revolutionary theory and his revolutionary practice with an original antithesis and counterpoint.

It is for these reasons that the history and theory of Marx's successive disputes with, and attacks upon, his anarchist contemporaries and interlocutors has seemed worth bringing out into the open. They have ill-deserved their premature burial. At the level of doctrine, the marked continuity among Marx's various anti-anarchist expostulations and diatribes is of considerable interest. It helps to show the continuing hold of various Hegelian categories on Marx's thought (Stirner, Proudhon and Bakunin all entertained various "Hegelian" pretensions, which Marx ridiculed); and it points to two radically different kinds of hostility to the bourgeois state, kinds which finally prove to be irreducible one to the other and which are likely to remain utterly irreconcilable. For there was no correspondence between Marx's hostility to the state and that of his anarchist interlocutors; there was at best an overlap or penumbra. The antagonists approached it from different directions and drew from it radically different conclusions.

In short, while doctrinal continuities can be traced readily enough, they cannot tell the whole story, since the disputes through which they are traceable became less and less doctrinal, and increasingly political. They became practical confrontations in which Marx by no means enjoyed any kind of initial or even ultimate advantage. The makers of those confrontations were high in begin with, and were raised still higher in the course of Marx's celebrated dispute with Bakunin. They concerned the shape and character of the International and, by extension, the contours of a future, postrevolutionary society which Marx and Bakunin both thought would unavoidable bear its imprint.

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BOOKS

The limitations of the Movement

The Movement: English poetry and fiction of the 1950s
by Blake Morrison
Oxford University Press, £8.50
ISBN 0 19 212210 X

by David Lodge

The terms that label periods in literary history or that group together writers of a particular time deemed to have had certain aims in common—terms such as Augustan, Romantic, Decadent, Imagist, and so on—are necessarily imprecise, inevitably distorting, and always open to challenge (often by the very writers to whom they are applied). But criticism cannot do without such concepts, since it is only by means of them that the bewildering mass of literary data can be reduced to an intelligible order—the order of literary history. One might go further and say that the institution of literature itself depends for its health on the currency of these descriptive terms. If the English literary scene in the last decade has seemed to many observers rather dull, part of the reason may have been the failure of the good writers we have to find common ground between themselves, or the failure of criticism to make them collectively visible. As Henry James memorably said, "Art lives upon discussion, upon experiment, upon curiosity, upon variety of attempt, upon the exchange of views and the comparison of standpoints"; but such debate is likely to be most productive when the issues are sharply focused by a dominant school or movement.

Arguably, the last literary movement to manifest itself in England was that which emerged in the 1950s and was called simply "The Movement". In the 1960s, to be sure, there was a general cultural revolution—the "countercultural" mix of drugs, rock music, flower-power, hippiedom, happenings and radical politics—which had its effect on writing while being itself essentially non-literary in inspiration; and there have been since the 1950s small groups or groupings of writers, such as the poetry "Group" presided over by Edward Lucie-Smith and Philip Hobsbaum, or the Liverpool poets, or today's young political playwrights, Howard Brenton, David Hare and Trevor Griffiths. But the mid-1950s was the last time when a considerable number of like-minded writers joined forces, or were seen to be doing so (which is almost the same thing in literary politics), to give a decisively new direction to British writing—to found, in the jargon of contemporary French criticism, a new *écriture*. That phenomenon is the subject of a very thorough historical and critical study by Blake Morrison.

What was the Movement, and who was in it? It was effectively launched in 1954 by the literary editor of the *Spectator*, J. D. Scott, who, with the conscious motive of calling attention to his paper, wrote a provocative, coat-trailing, trend-spotting editorial entitled "In The Movement", which was published (anonymously) in the issue of October 1. In this article Scott discussed the group of young poets already identified by another *Spectator* writer, Anthony Hartley, as having certain qualities in common—academicism, anti-romanticism, hard-headed common sense—which distinguished them from the Modernist tradition, and he suggested that the same literary values were making themselves felt in prose fiction with the publication of lively first novels by two of these poets—Kingsley Amis's *Lucky Jim*. Scott argued that these new young writers were reflecting, in their work, real changes in British society, and were destined to supersede the rather weary and washed-out cosmopolitan high cultural tradition which had controlled the literary market-place since the Second World War.

Philip Larkin: "of the writers discussed, only Larkin emerges as a writer of real distinction".

The Movement . . . is bored by the despair of the Forties, not much interested in suffering, and extremely impatient of poetic sensibility. . . . So it's goodbye to all those rather and little discussions about "how the writer ought to live", and it's goodbye to the Little Magazine and "experimental" writing". The Movement, as well as being anti-phoney, is anti-wet; sceptical, robust, ironic, prepared to be as comfortable as possible. . . The Movement was thus rather fortuitously christened and launched, but, as Blake Morrison rightly insists, it was not a journalistic invention. Scott's original article caused a stir because it crystallized the hunches and intuitions of many observers of the literary scene, that a new generation of writers was emerging with a distinctive collective voice. A couple of years later the reality of the Movement, at least as far as poetry was concerned, was convincingly established by the publication of Robert Conquest's anthology *New Lines* (1956). This presented the work of nine poets: Elizabeth Jennings, John Holloway, Philip Larkin, Thom Gunn, Kingsley Amis, D. J. Enright, Donald Davie, John Wain and Conquest himself. It was prefaced by a terse, coolly confident editorial introduction presenting this work as "a genuine and healthy poetry of the now period".

Although Conquest did not actually use the word "Movement" in his introduction, *New Lines* came to be seen as the quintessential Movement anthology, and Al Alvarez certainly treated it as such when he came to launch his own counter-revolutionary anthology, *The New Poetry*, in 1962. (It is, incidentally, significant that Alvarez was unable to identify a new school of native poets, but was obliged to field a rather oddly assorted team of Britons and Americans.) The application of the term "Movement" to prose fiction was always more problematical and uncertain, and no one, to my knowledge, ever applied it to drama; but there were certainly connexions and overlappings between Movement poetry, strictly defined, and other new writing in the 1950s. The typical Movement poet was a university teacher of lower-middle-class origins living in a provincial city, and the fiction of William Cooper and C. P. Snow could be said to reflect a very similar ethos and milieu. Indeed, Amis acknowledged the seminal influence of Cooper's *Scenes From Provincial Life* (1950), and as a reviewer of new novels in the newspapers, as well as in his own literary practice, Cooper's friend Snow reinforced the Movement's anti-modernist aesthetic. The consciously provincial and anti-bourgeois attitudes expressed in this fiction allowed it to be associated with much rougher, rawer novels and plays more aggressively critical of British society, such as Alan Sillitoe's *Saturday Night and Sunday Morning* (1958), John Braine's *Room at the Top* (1957) and John Osborne's *Look Back in Anger* (1956). A new kind of hero, or antihero, was hailed and dubbed the Angry Young Man—a journalistic term which proved sufficiently elastic to be stretched around not only characters like Jimmy Porter, Arthur Seaton and Jim Dixon, but also their creators, and finally any brash young newcomer to the literary scene.

Thus two writers as different and mutually unsympathetic as, say, Kingsley Amis and Colin (*The Outsider*) Wilson, could be bundled into the same category. All this has more to do, perhaps, with the history of publicity than of literature, but as Donald Davie, one of the core members of the Movement (and one of the most puritanical in values) has acknowledged, "promotion is of the nature of any artistic movement". It was the achievement of the original movementeers—especially Amis, Wain, Larkin, Davie, Enright, Holloway and Conquest—to start rolling a small, tightly packed snowball which, as it grew, gathered irresistible momentum, and picked up on its course a good deal of heterogeneous and incongruous matter.

Like all new literary movements, the Movement was essentially Oedipal in its efforts at self-definition, attacking the aims and methods of the preceding literary generation: the heavily symbolic and often wilfully obscure poetry of Dylan Thomas and other bards of the "New Apocalypse" (neatly parodied by Wain in *Harry as Down* and by Amis in *That Uncertain Feeling*) and, in prose fiction, the sensuous spiritual and emotional intensities of Graham Greene. Jim Dixon scorns and recalls "a character in a modern novel. Bexley had been him who was always feeling and moving in him like a sickness or some such jargon"—an allusion for the knowing reader to *The Heart of the Matter*, though as Blake Morrison observes, Amis carefully ensures that his hero is not caught out dropping the names of the books he has read (still less pretending to have *bought* a modern novel).

This was part of the deliberate cultivation of the "common touch" by the Movement writers—they refused to be awed by the conventional cultural tastes and values of the educated bourgeoisie indicating their preference for jazz over Mozart and madrigals) and their horror of anything that smacked of highbrow affectation or showing off. Their spiritual mentor in this regard—and the only literary father-figure, apart from Empson and Graves, for whom they had much respect—was George Orwell, whose brave, often unpopular stand in the 1930s and 1940s for human decency against totalitarian ideologies they respected, and whose colloquial, no-nonsense, "truth-telling" literary style they imitated in fiction and criticism.

Thirties' writing in Britain, ostensibly committed to the cause of the proletariat, was in fact, as Orwell frequently pointed out, dominated by a group of upper middle-class young men who had all been to prep schools and public schools together, and in many cases went back to teach in them after Oxbridge. If they did not find comfortable niches in the London literary world. The Movement writers also went to Oxbridge, but they got there by winning scholarships from grammar schools, and they went on to teach at the redbrick universities that were rapidly expanding under the impetus of the 1944 Education Act. Amis at Swansea, Enright at Birmingham, Holloway at Aberdeen, Wain at Reading, and Larkin (as librarian) at Belfast. Davie taught at patrician, but provincial, Trinity College, Dublin, and maintained that the sociological significance of the Movement was very great because "for the first time a challenge is thrown down, not by individuals . . . but by a more or less coherent group, to the monopoly of British culture sustained for generations by the London haute-bourgeoisie".

A single episode in Blake Morrison's chronicle of the Movement

continued on facing page

Self-absorption in the face of the apocalypse

Trying to Explain: essays
by Donald Davie
Carcanet New Press, £6.95
ISBN 0 85635 343 4

The Oxford Book of Contemporary Verse 1945-1980
chosen by D. J. Enright
Oxford University Press, £7.50 and £3.50
ISBN 0 19 214106 2 and 281260 2

With a stalk "collected poems" and a bulky "collected essays" behind him in the past decade, Donald Davie is very much a force to be reckoned with in contemporary letters. His message now is presented rather more explicitly than it used to be, but the content remains the same: we are approaching "a total cultural breakdown" in which standards in art and in "human and social religion" are in grave jeopardy. Davie offers this judgment to help an American interviewer understand "a degree of impatience" which has sometimes been noticed in his own prose. His feeling that time is running out on our culture is very much *a la mode*, and like other busy waving shrouds, his urgency leaks over into undeserving contempt (directed here towards Ted Hughes, in a thirteen-year-old piece which Davie inexplicably retains from his earlier days, towards William Carlos Williams), and anger.

The key text in *Trying to Explain* is a previously unpublished talk on "Art and Anger" delivered to a symposium in California in 1970. The leaflet circulated by the organizers directs attention to "the connections between literature and social upheaval: between the act of writing a poem and acts of irrational violence. Connections run deep". The system which links "social upheaval" and "irrational violence" tells us something of the ambience of the occasion. Davie flatly rejects this premise, but finds "anger" a useful conceptual tool to wield in the defence of tradition against cultural revolution. Alexander Pope's formidable anger, for example, "was directed against those who threatened social order and would squander the cultural heritage". Davie tells us that poetry is by its very nature tradition-minded and conservative; "a revolutionary poet is a contradiction in terms". Does Davie think that an original poet is also a contradiction? And when does originality become "revolutionary"? Davie suggests that

> revolution as we have known it in our century, is not a force to revitalize and redirect the inherited culture, but a bid to cancel it out, to obliterate it as quite irrelevant and to start afresh.

Some revolutions, maybe—but let us not forget Franco, Mussolini, Amin, Pinochet, the Greek Colonels, the Ayatollah, and other revolutionary revitalizers of "inherited culture". The penny drops when Davie writes, "the angers that I feel are prompted . . . by the arrogant rationalism and euhemeristic rationism [so I sr. so good] of British socialism". The mildest of revisionist social democratic parties, wearing a red cloak, a pair of fake horns, and holding a toy pitchfork, makes a fairly unconvincing Satan. He observes elsewhere in *Trying to Explain* that "I have fancied that I detected in myself the sentiments of a petty bourgeois fascist". He goes on to conclude the talk on "Art and Anger" with the arresting thought that

> Anger is beautiful; and the art that anger feeds is crisp and clear and bright . . .

Later in the volume, he quotes several lines from Yeats's "Blood and the Moon":

> *Odour of blood on the ancestral stair!*
> *And we that made shot some must gather there*
> *And clamour in drunken revelry for an hour.*

If what Yeats says here is "sick" and "loathsome" to Davie, who reduces the whole poem to "pompous fascist, what comment might he make on the Angry Movement? Wow, I don't know. The intellectualization of Professor Angry

appropriate for "Anger" is beautiful. . . ?

Davie likes to fire from the hip, and is not overly fastidious about the accuracy of his polemics (his criticism today consists of little else than polemics) or the suitability of his targets. Those miscellaneous papers show little interest in contemporary culture outside the world of the English Department. He has not, here at least, given us his opinion on contemporary textbooks in scholarship or critical theory. For all the feeling of apocalypse on the way, the book has a self-absorbed air. This is not to say that Davie is unaware of his audience. When he writes on Berryman and Lowell for the *New York Times Book Review*, Davie can be wonderfully public; elsewhere he writes with scarcely disguised hostility of extremism, suicide, self-revelation and other aspects of the poetry identified with both Lowell and Berryman. And we are not allowed to forget that Davie is a Cambridge man: a state for Dylan Thomas is coarse, George Steiner veers into *vulgarity*, Plath's poems reflect *raucous*, not good clean anger. Finally, in an interview given to a student publication at Stanford in 1977:

> Q. What is your tradition?
> A. Heighho. Now, I don't know. Well, I suppose I'm a Stanford man.

Eric Homberger

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BOOKS

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epitomizes this transfer of power. Early in 1953, John Lehmann, whose editorial and publishing activities had exerted powerful influence on English literary life from the late 1930s to the early 1950s, learned that his contract as editor of the BBC Third Programme's programme "New Soundings", a platform for new writing, was not to be renewed. He was replaced by one of his own contributors, John Wain, who renamed the programme "First Reading". Philip Larkin subsequently observed that "the Movement, if you want to call it that, really began when John Wain succeeded John Lehmann on that BBC programme." One of John Wain's early novels was called *Strike the Father Dead*.

My own career as a writer—if I may be personal for a moment—was launched very much on the back of the wave started by the Movement, though I was only dimly conscious of this at the time. First of all, the Movement, and the "snow ball effect" it had on the literary scene at large, created a mood receptive and encouraging to young aspiring writers: there was a sense of excitement and expectation about literature and drama in England in those days which has not been generated since—and which is not, I think, simply the illusion of middle age looking back at its youth. And to get into this new literary scene one did not need the advantages of a private, cultured background, or to have exotic, unconventional or heroic experience to write about. A lower-middle-class South London suburban upbringing, such as I had, was suddenly an most fashionable background for a young novelist—though not quite as fashionable as a working-class upbringing in a Northern industrial town.

When J. D. Scott's article "In The Movement" appeared in the *Spectator* in the autumn of 1954, I was beginning my final year as an undergraduate reading English (only we did not say "reading", we said "doing") at University College, London, and too preoccupied with *Beowulf*, Chaucer, and other classics of English literature to take much notice of contemporary writing.

I still cherished rather romantic notions of the life-style appropriate to a writer, and on this account piously declined to apply for a State Studentship to do research. When I was subsequently offered a university research studentship, I postponed the decision while I did National Service in the Army. A few weeks of basic training at Catterick convinced me that the academic life had a lot to be said for it, and the longer my National Servitude (as I saw it) went on, the stronger grew my resolve to return to the university. This was a decision very much in the spirit, if not the letter, of *Lucky Jim*, and its hero's axiom, "nice things are nicer than nasty things". It also started me on a twin career—as a university teacher of English and as a novelist—which the Movement, notably in the persons of Amis, Wain and Enright, had established as viable. There had been poet-dons before the Movement, of course—I. A. Richards and William Empson spring to mind—but not, if one excludes writers of detective stories, fantasy and historical fiction, novelist-dons.

I whiled away the long boredom of clerking at a Royal Armoured Corps training centre in Dorset by compiling a scrap book of literary cuttings from newspapers and magazines, and by writing the first draft of a novel called *The Picturegoers*, in which scenes of Catholic "ghetto" life were crosscut with vignettes of mass cultural consumption at a seedy suburban cinema—a project that reflected the incongruous influences of Graham Greene and Richard Hoggart—whose *The Uses of Literacy* (1957) was, in its Leavisian critical principles and eloquent celebration of provincial working-class life, tangentially related to the Movement. When *The Picturegoers* was published, after some delays, in 1960, among the reviewers who gave it a kind welcome were two contributors to *New Lines*—Kingsley Amis (in the *Observer*) and Elizabeth Jennings (in *The Listener*).

With this background, it is hardly necessary to say that I approached Blake Morrison's study of the Movement with keen interest; and it finished in with a great respect for his scholarship. He has meticulously traced the various converging influences that made up the Movement sensibility and stance: Orwell and Empson; Graves and Hardy; Logical Positivism and Leavis; grammar school and austerity Oxbridge.

He has identified the verbal devices that create the characteristic tone of Movement verse—for example, the lavish use of the first person plural pronoun which allows the poet simultaneously to address a coterie audience of fellow-dons and to claim solidarity with a wider audience of ordinary "chaps"; and the hesitant qualifiers and interrogatives—"perhaps", "no, that's not", "more or", "is it?" and so on—which guarantee the sincerity and authenticity of the poet's thinking. Mr Morrison has an eagle eye for poetic echoes (spotting Sassoon's to *shake off dread*, from the Georgian Anthology, for instance, in Larkin's *shaking off the shroud* in "Mr Bleaney"). He traces all the relevant lines of friendship and professional association that connected the various Movement writers with each other. He seems to have missed nothing, and I could fault him on only one textual interpretation—a strained misreading of the last verse of Amis's "Autobiographical Fragment". Yet the book left me feeling slightly flat, slightly disappointed, for reasons that are I think partly the Movement's fault, and partly Mr Morrison's.

He claims that the Movement was probably the most influential literary group in England since the Imagists. If this is even half true (and the claims of the Auden-Isherwood group are surely at least as strong) then a reader who knew the work of the Movement only from this study might be very puzzled to understand why. Of the writers discussed, only Larkin emerges as a writer of real distinction: his lines shine from the page with a classic grace and poise that are all the more impressive for being wrested from superficially unpromising subject matter and diction. Mr Morrison's careful commentaries do Larkin justice, but he does not make out a very convincing case for any other Movement poet, nor do they show to advantage in the quotations he gives. This is even more true of his treatment of prose fiction. The sublime and liberating humour of Amis at his best, for instance, is not acknowledged or illustrated here.

Indeed, Mr Morrison is much more persuasive when he is pointing out the limitations and contradictions of the Movement, rather than its strengths. He deftly uncovers that yearning respect and admiration for values and virtues traditionally associated with social privilege that was hidden behind the surface rebelliousness and iconoclasm of the Movement writers, and which became quite explicit in their later work. (Their notorious shift to the Right should indeed have come as no surprise: J. D. Scott's characterization of the Movement as "anti-phoney . . . anti-wet; sceptical; robust, ironic, prepared to be as comfortable as possible" sounds very like a *Telegraph* eulogy of the Thatcher faction in the Tory Party.) He notes, and illustrates, the often dismaying crudity of Movement discussion of aesthetic matters. The flaunted philistinism which they used so effectively against literary pretentiousness was always a dangerous ploy: once the tongue is removed from the cheek, once the wit is relaxed and the element of surprise is lost, one is left with—just philistinism.

The Movement was indeed important, and, for reasons I have glanced at, my own particular generation of English writers—the first fruits of the 1944 Education Act—has reason to feel grateful to it for opening up the English literary world and making it accessible to us. Nevertheless it is impossible to suppress certain doubts and regrets about the narrowness of the Movement aesthetic (or anti-aesthetic) and the constraints it placed upon the subsequent development of many of its best writers, and therefore upon the development of English writing generally.

Donald Davie grew increasingly restive under these constraints and finally rebelled against them (*The metaphysicality of Poetry, how I need it, Yet it was for years What I refused to credit*) but the break was not a clean one, and Blake Morrison's quotations from Davie's later criticism show him deeply divided between the values of the conservative English poetic tradition and the cosmopolitan, experimental, Modernist one. Thom Gunn's emigration to America has been perhaps more complete, spiritually as well as physically, than Davie's, but his allegiance to the Movement was always problematical, as was Elizabeth Jennings's. John Holloway moved from Aberdeen to Cambridge and seemed to get increasingly absorbed by purely academic concerns rather than the wider stage of literary politics. As for the other founder-members of the Movement, although they initiated a fruitful cooperation between academic English studies and creative writing, they have since renounced the project, expressing various degrees of disillusionment or disgust with the rapid expansion of higher education in the humanities and the corresponding growth of academic literary criticism, and have adopted a defiantly protectionist, Little-Englander stance towards the theory and practice of new kinds of writing emanating from Europe and America. The Movement has not moved with the times. This may be a sign of integrity, but it could also be a symptom of arteriosclerosis.

David Lodge is professor of English at Birmingham University. His latest novel How Far Can You Go? *was published by Secker and Warburg in April.*

Linguistics reaching its prime

Sociolinguistics
by R. A. Hudson
Cambridge University Press, £15.00 and £4.95
ISBN 0 521 2833 6 and 29668 4

Language and Literacy: the sociolinguistics of reading and writing
by Michael Stubbs
Routledge & Kegan Paul, £8.95 and £4.95
ISBN 0 7100 0426 5 and 0499 0

The publication of these two books is yet further evidence that linguistics is coming out of the doldrums. In the 1960s the subject was thought by many to have great potential for describing and analysing the problems facing those involved in language interaction. Education was singled out as being ripe for the linguistic solution. It was not to be just that. Linguistics oversold itself and was overvalued. Now at long last that potential is being realized. The 10 to 15 years' gap has been on the whole beneficial; books by linguists are now more eclectic and less contentious, less esoteric and of more use.

Each of these two books owes much to the atmosphere surrounding linguistics today. Each author, in different ways, attempts to use his particular brand of the subject in order to explain phenomena occurring in the real world. The notion of linguistics, in use is welcome; these books join the throng of the outer revolution towards a utilitarian linguistics in which the linguist as toolmaker figures prominently.

Hudson's *Sociolinguistics* is written for students not necessarily studying linguistics. An introductory survey, it ranges widely over most aspects of sociolinguistics providing, given its proposed readership, little previous knowledge. At each stage there is a good, yet simple definition of essential terms. Hudson seems to feel that difficult ideas are delicately balanced between explanation and oversimplification. Hudson writes from the standpoint of a sociolinguistics which is eclectic and sceptical of grandiose claims. Hudson writes from the standpoint of a sociolinguistics which is eclectic and sceptical of grandiose claims. He sees it relating the linguistic and sociolinguistic to the social and cognitive domains.

Stubbs, in *Language and Literacy*, has taken the topics of reading and writing and subjected them to a detailed applied linguistic analysis. As it already prepared for his readers to say "Not another book on reading and writing", Stubbs offers hope to the faint-hearted. He is straightforward and he illustrates his points well. Indeed, the book is full of examples and illustrations. Stubbs's book is a useful one. It is a useful one because it shows how linguistics can be applied to a real problem. Stubbs's book is a useful one because it shows how linguistics can be applied to a real problem. Stubbs's book is a useful one because it shows how linguistics can be applied to a real problem.

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am glad to report that this rather daunting aim is not too obvious in the book, except in influences the choice of some topics and the way in which linguistic aspects are highlighted.

There is an excellent standard section on language varieties, dialects, registers and other plain fare which is the bread and butter of sociolinguistics. The long chapter on recent research into the attitudes of language and speech in New York, Norwich and Belfast is first rate. It provides a most useful commentary on the strengths and weaknesses of the powerful trends at work in the discipline.

The chapter on language culture and thought is less successful. It seems to be strangely dated in its approach and has some infelicities which mar the readers' acceptance of what the author has written. An example from the discussion on speech and socialization is the apparent approval of the 1960s work on mothers' speech to young children which was based on answers to hypothetical questions about what they would do in real life. Then there has been sustained criticism of this type of approach is not mentioned; nor is the mass of work done in the 1970s which presented actual observed data. The absence of references to this vast and significant literature on mother-child interaction is a little worrying especially when there are at the same time some disconcerting references to education. On this subject the preferred style is to make some punitive statement such as: "one of the main functions of education is to teach concepts, and technical terminology is the teacher's most important teaching aid in this task." (page 102).

This book is, then, good in parts. It suffers from occasional lapses when it has clearly been written by someone who is not a sociolinguist. *Language and Literacy* is a useful one. It is a useful one because it shows how linguistics can be applied to a real problem. It is a useful one because it shows how linguistics can be applied to a real problem. It is a useful one because it shows how linguistics can be applied to a real problem.

Sinclair Rogers

Sinclair Rogers was until recently professor of communication at Ulster Polytechnic.

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BOOKS

Survival strategies

Values and Violence in Auschwitz: a sociological analysis
by Anna Pawelczynska
University of California Press, £8.50
ISBN 0 520 03210 1

In this lucid translation of a modest, useful, somewhat abbreviated description of life in Auschwitz, Professor Pawelczynska, who is herself a survivor, gives special attention to selected social and cultural processes, primarily in an attempt to illustrate the thesis that even in "extreme" circumstances people will assert their humanity to the best of their abilities and opportunities. "Do not harm your neighbour and, if at all possible, save him", is said to be the central moral norm among prisoners, and, it is argued, those who were able to abide by it "proved that existence did not determine consciousness". Professor Pawelczynska suggests that whenever they formed relationships with their guards, however fleetingly, prisoners increased, however slightly, their chances of survival.

She gives information concerning the stratificatina system in the camp, survival strategies and coping mechanisms, and romantic relationships, as well as the induction of prisoners and the structure of terror, all within the context of the Nazi regime and occupied Poland. She considers group formation in response to structural constraints, primarily of a technological and economic kind; how cooperation among prisoners was reduced through the existence of national and ethnic groupings; and the conduct of heterosexual love affairs within a network of support and protection from other prisoners.

This book has many limitations, although to say so seems absurd and arrogant. None the less, the underlying theory is propounded in the language of sociology in Eastern Europe and Russia, and is influenced by the sterile and unnecessarily polemical debates between Marxists and non-Marxists. Professor Pawelczynska's basic perspective is philosophical; since she is more preoccupied with the nature of social reality and of values than with explaining their substantive manifestations, sociological problems are not formulated. Moreover, at least in 1980, any study of "violence and values in Auschwitz" which purports to be a "sociological account" must refer to the current theory and data of the discipline.

The finding that many prisoners did not regress to an extent which encouraged "identification with the aggressor", and that schizoid alienation was only one of many forms of instrumental adjustment for survival, are taken to invalidate Bettelheim's early, classic study, and to cast doubt on psychoanalytical accounts in general. However, is it not worth considering such questions as the following: given that starving prisoners usually lost their sexual desires, and that romantic unions could be conducted only with the protection of collaborators under conditions of utmost secrecy (if discovered the couple would bring the most severe punishments to all concerned—death would be a release) why did such romantic unions develop and persist, sometimes giving rise to pregnancy and childbirth?

Is it not relevant in this connexion to reflect, for example, on Bion's theory and concepts of "basic assumption pairing" on activity the unconscious motive for which is said to be manic defence against depression and despair, and, as such, primarily an unconscious attempt to search for and to create a child who might be a Messiah? Is it not likely that an adequate account of life in Auschwitz requires no integration of sociological and psychoanalytical ideas, and their application to the field of group dynamics?

Of course, in evaluating such a book, it is necessary to consider for whom it was written. Judging from a sentence or two in the author's introduction, the intended audience may have been the postwar generation of teachers in secondary schools. If so, this would explain the omission of material which professional social scientists might expect, and the emphasis given to the heroism, compassion, moral stature and strength of character of the Polish prisoners. To remind us that Jews were not the only victims of Nazi atrocities is absolutely right, and long overdue, but it is also worth taking note of the history of antisemitism in Poland. Although there were many examples of daring, self-sacrificing help to Jews, the Nazi regime had little difficulty in hiring and enlisting a little help from the local population.

Given the rediscovery of ethnicity in many industrial societies, the increasing visibility of antisemitic, anti-black and xenophobic attitudes, if not behaviour, and the magnitude and complexity of the current and impending problem of refugees, studies of vast social trauma are welcome, especially those which seek to describe and to explain, since it is only through work which is theoretically informed that we are able to make generalizations. For those who choose to study such issues with integrity and loyalty to the canons of their disciplines, moral outrage, by comparison, is the easier task. However, I am not certain whether this applies to social scientists in Poland today.

Earl Hopper

Earl Hopper is lecturer in sociology at the London School of Economics. He is a member of the Institute of Group Analysis.

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Fashions in subcultures

The Sociology of Youth Culture and Youth Subcultures
by Mike Brake
Routledge and Kegan Paul, £8.50 and £3.95
ISBN 0 7100 0363 3 and 0364 1

Both as a monograph, which the author seems to think he has written, and as a textbook, which the publishers claim it is, this book is commendable for its breadth and completeness. It does not restrict itself to the well-trudden path of delinquency studies and popular youth culture, but explores the less familiar terrain of middle-class bohemianism, immigrant youth subcultures and the position of women in youth cultures. And although the author adopts a particular perspective towards the study of youth subcultures, he still manages to reflect the diverse viewpoints within the literature.

The breadth of his eclecticism is shown in his definition of youth subculture which incorporates not only an emphasis on collective problem-solving harking back to orthodox subcultural theory, but also a symbolic interactionist conception of self and identity, as well as a neo-Marxist notion of structural contradictions. Inevitably, the breadth of his theoretical and empirical scope leads to some unevenness of treatment, so that the chapter on delinquent and working-class subculture is much more densely argued than others.

Yet this very breadth and eclecticism seems to expose the whole notion of youth subcultures to criticism, for although he attempts to bring consistency to the literature, the struggle seems an uneven one. He acknowledges the common objection that not all adolescents are involved in subcultures, but does not explain how they avoid the structural contradictions which encourage others to seek a subcultural identity. Moreover, one wonders whether even those who identify themselves as "punks", "hippies", or the like, actually subscribe only to the fashion rather than to some more elaborate way of life. In giving analytical prominence to "style", expressed in clothing, demeanour and argot, Brake is in danger of generalizing from a conspicuous minority who embrace the subculture in all its forms, to a majority for whom the "style" is no more than a transient fashion and a peripheral element in their identity. To suppose, for instance, as he appears to do, that all those who called themselves "hippies" actually believed the half-baked philosophies propounded in their name, is surely to slander a whole generation. Why, if West Indian youth has the good sense to disregard Rastafarian mysticism and content itself with the clothing and music associated with it, should it be supposed that "hippies" were any less sensible?

To recognize, however, that for most adherents subcultures are little more than fashions, undermines the notion of subculture itself, since, first, devoid of articulated meanings and values there is precious little "subculture" left to analyse, and second, if all that adherence to a subculture entails is adopting a form of dress, having a preference for a style of music and, perhaps, reading magazines, then what is meant by the Campaign for Real Ale?

No doubt subcultural theorists would reject the suggestion that subcultures may simply be fashions for the majority of their members, but their rejection, it seems, stems from Brake's rendition of the literature rests not on any theoretical sophistication, so much as on a dogmatic assert the significance and importance of those "oppositional" groups with whom they sympathize. Indeed, Brake evidently feels justified in giving but the merest mention to that most explicit, albeit conservative, youth culture, the American Boy Scout School, with its valuation of achievement, norms surrounding initiating and the ritual of the "formal" dance. At the same time, although he is forced to recognize that Asian youth has not developed an oppositional subculture, he still is convinced (or does he hope?) that they surely will. On the other hand, oppositional groups of a kind he evidently disapproves of are ignored, so that the predominantly youthful, working-class, community-based, National Front are mentioned only as an aspect of racism, which immigrant youth subculture is a response, rather than as a youth subculture in its own right.

In short, Brake provides an admirable summary of a less than satisfactory theory.

P. A. J. Waddington

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Telling motherhood as it really is

Becoming a Mother
by Ann Oakley
Martin Robertson, £5.95
ISBN 0 85520 206 8

Woman Confined: towards a sociology of childbirth
by Ann Oakley
Martin Robertson, £12.00 and £4.50
ISBN 0 85520 211 4 and 212 2

Postnatal Depression
by Vivienne Welburn
Manchester University Press and Fontana, £7.50 and £1.25
ISBN 7190 0792 5 and 00 634740 1

Ann Oakley's two books, *Becoming a Mother* and *Women Confined* draw on her research project "Transition to Motherhood: social and medical aspects of first childbirth", which was based on observations in a London maternity hospital and a prospective interview study of 66 women expecting their first babies in 1975-76. They are more unusual than this description might suggest, deserting as they do from the conventions of writing up academic research for publication in book form. The former consists of selected verbatim extracts from her respondents' accounts of pregnancy, birth and motherhood interspersed with a small amount of summarising or commentary text, while the latter represents an attempt to develop a sociology of childbirth and is based only in part on the *Transition to Motherhood* study.

Thus, in *Becoming a Mother* Oakley chose to "reverse the usual text-quotation relationship so that the women's own words make up the text of the book". This strategy of "telling it as it is" without too obvious an interposition of the investigator's interpretations, renders the woman's accounts extremely vivid and directly accessible to the reader, though it has the drawback of leaving the representativeness and wider significance of the accounts obscure and thus limiting the general value of the book.

Women Confined redresses this balance by placing the study in the context of an extensive review of medical, psychological and sociological studies of, and theories about childbirth, femininity and motherhood and by using her own and other material to try to develop a sociology of childbirth. This aim is laudable and necessary, because a sociology based on new data tends to undermine one's confidence in the model of relationships between variables one which conceptual or theoretical contribution towards an understanding of childbirth, but has tended instead either "to import old paradigms rather than develop new ones" or to remain at a mainly empirical and descriptive level.

Oakley lays great emphasis on the social and cultural character of childbearing. She is concerned to document two major points: first that the responses of women to motherhood should be viewed as examples, even archetypal ones, of *human* responses to certain sorts of life changes rather than as specifically feminine responses to a specifically feminine event, and second that particular forms of medical maternity care may contribute to women's reactions to motherhood. In that she is mainly concerned with "responses" and "outcome", her focus is primarily on "adjustment to motherhood" and various degrees of postnatal depression, and in this sense a more precise subtitle for this book might be "towards a sociology of postnatal depression".

A key argument is that childbirth shares certain crucial characteristics with other, less gender specific, categories of life event, such as retirement, occupational career change, changes in physical state, parenthood, surgery, natural disasters, and institutionalization, and that we should therefore not be surprised to find reactions to childbirth having features in common with what we know about reactions to these other life events. This point is argued convincingly with reference to studies of such events.

The arguments based on statistical analysis of her own data are less convincing. Although Oakley displays considerable methodological rigour and awareness when critically reviewing the work of other theorists and investigators in the first three chapters, this tends to be lacking in her account of her own research procedures. It appears somewhat ingenuous of her, for example, to state that the six groups of "factors" (independent variables) that she had selected and operationalized: "*turn out* to be related to outcome" (my italics) as if this were a serendipitous finding rather than one or, at least in part dictated by her preconception of and theorising about the research, and her selection of questions and factors. A similar naivety about the construction of variables from interviews is evident in the model of relationships one which she places such reliance. In example, she states that "measured" the *feminine or* stigmatedness of couples' marital relationships at the first interview and found that 34 per cent of the sample had segregated and 66 per cent joint role relationships. These concepts, their measurement and criteria for classifying couples and subtle life patterns into such dichotomies were entirely unproblematic. The most interesting and thought-provoking contribution seem to be those which rely more on systematic analysis of her own data: these belong her critical review of the literature, her more mundane level points, and her arguments based on logic or analogy.

Vivienne Welburn's book *Postnatal Depression* straddles the ground covered by Oakley's two books, being more analytical than *Becoming a Mother* and less squarely "academic" than *Women Confined*. Welburn is a playwright and journalist who herself experienced postnatal depression after the birth of her second child, and whose aim in this book is to draw attention to and stimulate discussion about an often neglected aspect of women's experience. She refers to much of the same literature as Oakley and makes some similar points, for example, that childbirth should be conceptualized as a loss as well as a gain and that depression may be related to medical management. She leans more towards possible hormonal explanations than Oakley does, and is more pragmatic and less radical in the sorts of solutions she offers. I particularly like the analogy which recurs as an organizing theme of the book:

> After we have given birth it is as if we wake up to discover that a mountain of sand has been deposited in front of the door of our home. Some women get to work energetically to dig tunnels out. They have friends who come along and help. They work round the sand and over the top. Some women find marvellous inventive ways to cope with the situation. Some women find one difficult route out and stick to that. Some try to dig a way through and get buried, others just look at it, feel defeated, retreat within their living walls and give up.

Sally MacIntyre

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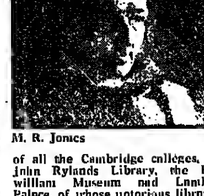
BOOKS

The polymath of King's

Montague Rhodes James
by R. W. Pfaff
Scolar Press, £15.00
ISBN 0 85967 554 8



M. R. James

It is at first sight surprising that Dr Pfaff's erudite and monumental study is the first biography of more than fifty pages of one of the most formidable of twentieth-century scholars and antiquarians. But to write at all exhaustively about M. R. James presents complications which may well have daunted less temperamentally herculean biographers than Dr Pfaff. In 1916 Theodore Roosevelt told a friend that he regretted he was not a Cambridge man as he would have enjoyed the privilege of knowing one who knew all about everything, especially ghosts. To do justice to Monty James's career an adequate biographer needs to possess not only an almost encyclopaedic knowledge of apocryphal literature and mediaeval manuscripts but also be interested in ghost stories and understand the functioning of two of the most complex—and to the outsider impenetrable—of English institutions, the Colleges of Eton and King's. That it should fall to an American scholar to undertake all this successfully is all the more remarkable. He is astonishingly sure-footed amid the intricate byways of the English educational scene.

James in his own entertaining autobiographical sketch *Eton and King's* digresses from time to time to discuss his learned labours, only to return to his main theme with a disparaging sentence such as "But, as Mr Smangle said, 'This is dry work. Let us get back to the human element'." This won't do for Dr Pfaff. His chief concern is to chart the subsequent career of the scholarly preparatory schoolboy who wrote home "I have collected about 200 apocryphal works Old and New Testament. Of course, there are a good many more to be found" and who at Eton learnt "Ethiopic without a grammar and with only an alphabet and a glossary which I recently purchased in an Ethiopic reading book." Two hundred and fifty-eight of his scholarly writings between 1887 and 1936 are listed at the end of the book, about nearly all of which Dr Pfaff has something to tell us in his text. Apocalypses and angelology apart, James catalogued *inter alia* the manuscripts of all the Cambridge colleges, the John Rylands Library, the Fitzwilliam Museum and Lambeth Palace, of whose notorious librarian Claude Jenkins he observed charitably: "I don't think he is a chap who gets thing done." His biographer follows dutifully in his footsteps, chronicling alike triumphs of detection and idle proof-reading.

Somewhat obscured by the detailed description of these prodigious scholarly labours is Dr Pfaff's account of Monty James as Fellow, Tutor, Dean and Provost of King's, Director of the Fitzwilliam and finally from 1918, to his death in 1936, Provost of Eton. He has been the only man to be Provost of both Colleges and indeed lived in one or other of them from the age of 14 to his death 60 years later.

To many (and perhaps particularly to an American author) it must seem strange that a scholar of international reputation and a notably successful academic administrator should abandon the headship of one of the greatest Cambridge colleges for a position which may seem not very different from that of a resident Chairman of Governors, as Monty James did when he left King's for Eton. That it was in part due to his passionate and unchanging devotion to Eton is not in doubt, but he was also actuated in part by emergent tendencies in King's which made him uneasy. Although Dr Pfaff has a little to say on this I suspect that as a writer of conspicuous discretion he was disinclined to step into this particular minefield. We hear a little of the youthful Maynard Keynes, but virtually nothing of Sheppard or Lowes Dickinson and here at last is a book about Cambridge in which no Apostles except the chosen 12 are mentioned.

Monty James's wit, charm and generosity of character seem to have endeared him to everyone he met including dons fundamentally opposed to his academic conservatism in the matter of titular degrees for women or the retention of compulsory Greek. His greatest joy and probably greatest human achievement was the happy and beneficial impact he made on the young—whether King's undergraduates, Etonians or the choristers of both foundations. *Eton and King's*, for all its modest disclaimers, still remains a better source for this than Dr Pfaff. However, there are some unmistakable lamentations recorded, for example, his description of the crowd at the Italian exhibition of 1930—"herds of dwarfish women of hideous aspect and art students of unspeakable dirge", or his invitation to Schnfield, the University Librarian, to inspect his new false teeth: "If you do come I shall hope to have the privilege—and a true privilege it will be—of admiring your two gleaming clashing rows of teeth."

Of the ghost stories Dr Pfaff rightly comments on how much there is in them of James's enduring characteristics as a remorselessly curious antiquarian and diviningly tactful palymoth. He should also be commended as the patron saint of what is described as "the newly perfected safety bicycle" which was largely responsible for enabling him to visit 141 out of France's 143 cathedrals (all except Nice and Toulon). Of his enduring friendships—and there were many—with those who were more or less his contemporaries, Dr Pfaff is perhaps rather more at fait with the Cambridge than with the Eton scene. A. B. Ramsay, for instance, is not "an elusive figure" as he suggests. In one respect Dr Pfaff has been singularly fortunate in that the four million word diary of another Eton master, A. C. Benson (like Ramsay, a future Master of Magdalene was only taken out of its wooden box in 1975 when Dr Pfaff's work was almost complete. In the diary there are many references to Monty James, though nothing that will essentially detract from the quality of this book. Dr D. H. Newsome's forthcoming work on Benson will thus fill in what few gaps remain.

T. E. B. Howarth

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The man behind the dictionary

George Grove 1820-1900: a biography
by Percy M. Young
Macmillan, £12.50
ISBN 0 333 19602 3

To most music-lovers the name "Grove" probably suggests simply a dictionary. The *Dictionary of Music and Musicians (AD 1450-1889) by eminent writers, English and foreign*, conceived and edited by George Grove, was intended to be in two volumes but had to be published in four (1877-89) and successive editions have not only expanded the chronological range and the number of volunteers to five, six, and 10—the next will consist of 20—but gradually diminished to the point of extinction the original editor's own contribution. Nevertheless it will always be "Grove".

But Grove himself was immensely more than a musical lexicographer. When Durham University gave him an honorary doctorate it was for his work as a biblical geographer. When he was knighted it was as first director of the Royal College of Music, in the foundation of which he had played a leading role. By profession he was not a musician but a civil engineer, who had as a young man been involved in the construction of lighthouses in the West Indies, the railway station at Chester, and the Britannia Bridge over the Menai Straits. It was his appointment as secretary to the Crystal Palace Company in 1852 that led to his involvement with concert-giving and the writing of his famous programme notes. With his wife, a musical amateur, he was also joint editor of *Macmillan's Magazine*. Prominent as he was in many fields, he was a friendly man of a kind who seldom rises to the top of any profession. He was a sincerely moral Victorian, he was often tempted and once fell. Percy Young has discovered, through a Californian great-great-grand-daughter, that in his early twenties Grove sired an illegitimate son. Dr Young is less precise than usual on this point; one would like to know more about the birth certificate, for George Grove is not an uncommon name. And, much more important, Young has had access to Grove's letters to one of the first students at the Royal College of Music, Edith Oldham. Grove was very susceptible to women. Unhappy in his marriage, he was for many years passionately in love with Mimi von Glehn, sister-in-law of a future Bishop of London, and at the Royal College he was very conscious of the girl students—though Dr Young surely goes too far in saying that his concern for them "led him into a contemplation of aspects of personality and facets of their love-lives that bordered on prurience, and now and then left him on the edge of voyeurism". But in the case of Edith Oldham quasi-paternal affection warmed into a passionate attachment that lasted to the end of Grove's life and strained his moral principles nearly to breaking point. His letters to Edith, quoted at length, are a moving record of an aging man's hopeless love for a young girl.

Gerald Abraham

Gerald Abraham was formerly professor of music at Liverpool University and chairman of the editorial board of Grove's Dictionary of Music.

Observed manners

E. Scott Fitzgerald and the Art of Social Fiction
by Brian Way
Edward Arnold, £9.50
ISBN 0 7131 6273 2

This book is an attempt to create a new context for the discussion of Fitzgerald. Most previous critics have relied on biographical material to explicate the novels or adopted a purely formalist approach: but Fitzgerald, Way argues, is primarily a social novelist, possessing a heightened sensitivity to the dominant cultural patterns of his day.

As Way puts it, Fitzgerald always begins with "the observed manners of the immediate group", and then uses that group as a kind of microcosm of society, illuminating the shadowy region where the psychology of an individual and the manners of a class meet. This places him, in terms of strictly literary allegiances, with writers like Wharton and James, whose portraits of particular communities are at once minutely faithful to the facts and a means of recording the deeper rhythms of historical change.

In terms of its general assumptions, Way's argument does have its weaknesses. In the first place, he seems tempted to equate self-analysis with self-absorption, and to assume that to dwell on Fitzgerald the man is to turn him into a cult figure whose stories illustrate the worst excesses of the confessional mode. This, surely, is to ignore the obvious point that many writers—and American writers especially—have seen themselves as representative men, whose self-exploration is also an exploration of humanity. And, in the second place, Way never really defines the exact nature of Fitzgerald's involvement with his society, the odd and difficult process whereby the writer mediates his experience of social reality. Between the "Jazz age", to which Way frequently refers, and Fitzgerald's versions of it, which he discusses in some detail, yawns something of an abyss, bridged only by the notion of reflexion or the "dramatic image"—and by Way's own occasionally characteristically sensitive awareness that things may be a little more complicated than they seem.

As a basis for discussing specific texts, however, the approach Way adopts proves extraordinarily fruitful. It enables him, for instance, to avoid the tendency common among Fitzgerald's critics to make the novels serve a crudely symbolic function. *The Great Gatsby*, as he points out, is not a myth, although it may sometimes employ a mythic vocabulary and have some of the resonance of legend. It is a social comedy, preoccupied in a Jamesian way with the quality of American civilization and "the great modern novel of the romantic sensibility", which, like *Madame Bovary*, turns the threadbare language and rhetorical style of its protagonist to simultaneously ironic and creative use. At the same time, Way's approach provides him with the opportunity for some interesting if arguable reappraisals. The famous "crack-up" essays, for example, are discussed as "exercises in self-dramatization and self-pity", while the short stories are highly valued both for their own intrinsic merits and for their usefulness in suggesting the shape of Fitzgerald's artistic career.

Perhaps Way never quite redresses the critical balance in the manner he intends, if only because the implications of his chosen method are never thoroughly investigated. But, even so, he achieves fresh insights into nearly all the stories he discusses, and offers a challenging, informative, and above all humane introduction to Fitzgerald's work as a whole.

Richard Gray

Dr Gray is senior lecturer in the department of literature at Essex University.

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BOOKS

Evolution of process-based geomorphology

Process in Geomorphology
edited by Clifford Embleton and John Thornes
Edward Arnold, £16.00 and £8.95
ISBN 0 7131 6243 0 and 0 7131 6244 9

Geomorphological Processes
by E. Derbyshire, K. J. Gregory and J. R. Hails
Dawson, £10.00 and £6.00
ISBN 0 7129 0833 1 and 0923 0

Man and Environmental Processes
edited by K. J. Gregory and D. E. Walling
Dawson, £10.00 and £6.00
ISBN 0 7129 0834 X and 0922 2

Geomorphology is the study of the landforms of the Earth and, if it is to be more than mere description and classification, it must involve explanation of the way in which landforms evolve. For the past 20 years a serious attempt has been made to found a new approach to geomorphology based on the study of processes. In the traditional way this has evolved through the journal literature, a large number of taught courses, the occasional, rather trendy, presidential address, and now the first crop of textbooks. The trend has been a long one, for a number of departments have been teaching process courses for more than a decade: yet until now there has been no suitable text. Suddenly here are three contenders!

Although these three texts overlap in various ways, they are strongly contrasted in their scope and approach. Embleton and Thornes is a reasonably quantitative book, with formulae on perhaps left its pages, whereas Derbyshire, Gregory and Hails provide a far more descriptive approach — less formidable formulae appear on only 10 per cent of their pages. The third book is rather different, for it consists of 13 chapters by 13 different authors, with introductory and concluding chapters by the editors. These range well beyond geomorphology, with three chapters on climate, one on hydrology, two on soils, and two on ecosystems. Effectively this provides just half of the book on geomorphological processes, so that the treatment is rather more condensed than in the other two texts.

Within these broad differences of style and approach, the books have very different allocations of space to the various topics that might be covered. Remarkably only three topics are treated at length in all three books — these are ground ice, rivers and coasts. In part this may result from a planned division of topics between the two Dawson books, but even the Dawson totals show major differences from the Arnold book.

The Arnold book has strong claims—for its scope, its rather more quantitative approach (where that is found attractive) and perhaps most of all for its emphasis on the fundamental physics of materials and the stresses to which they yield. Yet it is not written at a consistent level, and the ambitious attempt to deal with the fluvial processes is not matched by any similar approach to aeolian transport, despite its effective treatment in the published literature. The chapter on coasts is not only far less qualitative than most of the others but it is also far less comprehensive. Considering the close relationship between contemporary process and form on much of the world's coastline, this is surprising.

More seriously, the book is by no means easy to follow, and deserves to be read through very carefully by any instructor thinking of adopting it as a course text. For some it will prove ideal—there is still plenty left to teach and explain more fully. Few will find the approach or balance of the mass movement chapter acceptable, and many will seek to establish the relative importance of the many processes described in the book. Some will try and relate process to landform more clearly, whereas others will want to spend more time examining the timescales over which these processes operate—there is more here on magnitude than on frequency.

It will not be surprising if many audiences find the Arnold book too demanding, and too far removed from the real world towards which the physical basis of geography must look. For such audiences the Dawson books will be useful, for they are easier to follow, and the approach of the book by Gregory and Walling would fit in well with the applied trend of many modern physical geography courses. However, its neglect of glaciation and of wind action makes it of little use to a geomorphology course: here the competitor for Embleton and Thornes, must be Derbyshire, Gregory and Hails. This is a bit indulgent in terms of space devoted to coasts (though understandably so, as already noted), and the emphasis on the hydrological behaviour of river basins has led to a neglect of the erosional processes on basin slopes. This will need supplementing in many courses. The glacial chapter lays heavy emphasis on glacial sedimentation, and there is hardly any comment on where the sediment comes from, nor are volumes quantified.

These volumes prompt reappraisal of process geomorphology, and its place in contemporary teaching. Both of the books concerned solely with geomorphology make some comment on the process-landform link. It is, of course, quite proper that an grounds of length alone, neither makes any real attempt to say much about the landforms themselves. Embleton and Thornes clearly state that the mechanics of processes "is the starting point for investigating the variation of landforms through space and time" and they explore the concepts of process domains and of stability/instability as part of the link. Derbyshire, Gregory and Hails are content to note that "processes are the means rather than the ends of geomorphological enquiry" but their concluding review is limited to demonstrating how far current knowledge of processes has remedied "the deficiencies of the past".

One interesting aspect of these texts is the extent to which quantities are included and qualitative relationships are explored. The expression of the mechanics of various processes in algebraic form is only part of a more precise understanding of geomorphological processes. Even if the equations will often lack adequate knowledge of the variables over time and space of the driving forces themselves. The work done by a river in terms of volume, suspended and bedload transport requires field measurement, and not one of these values can yet be predicted by theory with enough precision to supplant field data. Indeed, the many possible responses to changes in liquid discharge in terms of channel form suggest that some stochastic element will always remain.

The trouble here is that our field data are so few, and the environment so variable, that tables of values (for example, of rate of surface lowering) tend to be no more than scattered and rather meaningless numbers. Were we to attempt to build on them, or to relate one source or area to another, we would soon discover a great deal of disagreement. This paucity of data is an inescapable problem in writing in a general way about geomorphological processes, and it is surprising that none of these books comments on the problem.

As an example we may take the process of creep. It is not included at all in Gregory and Walling, no doubt because it operates at too slow a speed to cause any problems for man. On page 70 of Derbyshire, Gregory and Hails it is "very slight" (from Rapp, N. Sweden) but on page 63 we are told it accomplished 99 per cent of the erosion in one Oregon basin. In Brunsden's chapter in the Arnold book, table 5.5 shows Rapp's value to be the second highest quoted there, although the highest value in the rate column is two orders less than the values of 1321 and 2500 $cm^3/cm/yr$ quoted in table 5.4. Should we conclude that none of the authors quoted in table 5.5 succeeded in measuring a process of any geomorphological significance? Sadly Brunsden makes no comment.

A related problem is the inclusion of dubious data or relationships without adequate cautioning comment. A good case of this is the brave, though entirely imaginary, diagrams Peltier produced in 1950 in his well known attempt at a climatic geomorphology. These appear in both geomorphology books. But more serious errors are introduced by Derbyshire, Gregory and Hails, for their table 27 (page 99) uses data dominated by one variables (notably relief) to derive "variations by climatic region". Curiously the same book succeeds in distorting another data set, Marie Klirkevagge measurements, by stating them in tonnes/km^2/yr, ignoring the distance moved downslope.

In exploring the limitations of these texts, we are of course exploring the limitations of our current knowledge of geomorphological processes. Given their very different approaches, all three books are remarkably successful and demonstrate that we are all in a position to teach this new geomorphology in a coherent way. Yet I urge that teachers and texts alike should stress the extremely serious limitations of the numerical data we possess, and the number of unverified, but extremely improbable, generalizations that abound in the treatment of world-wide variations in the rates and styles of geomorphological processes. We have need to remind ourselves of the continuing feedback effects between landform and process, such that the control exercised by landform over process may be stronger than that exerted by the processes ever the landforms they create.

That in turn will bring us up against the fact that steep slopes affected by landsliding are by no means commonly as gentle slopes, and that most of our rivers, for all the interest of their channel cross-sections and their bedforms, transport far more material in solution than as solid load. Some processes are indeed important because they are unusual or exotic, but it is important that we appreciate that in order to achieve a balanced view of this dynamic Earth. Even an approximate ordering of processes in terms of the work they accomplish will not be easy, but it is an essential step in establishing a fully relevant process-based geomorphology.

Keith Clayton

Keith Clayton is professor of environmental sciences at the University of East Anglia.

Broadening horizons

Landforms and Landscape in Africa
by J. M. Pritchard
Edward Arnold, £6.95
ISBN 0 7131 0204 7

This book follows hard on the heels of Colin Buckle's *Landforms in Africa: an introduction to geomorphology*, published by Longman last year. It too is aimed specifically at students studying geomorphology in schools and colleges in Africa. The main additional feature of Pritchard's book is the incorporation of a map reading section with 16 full-page extracts of maps depicting absorbing examples of a range of relief types.

Each map extract is accompanied by directions to the relevant parts of the general text, and a sequence of exercise questions is listed. For example, there are relief maps of streams dissecting uplands in Malawi and a volcanic area in Tanzania. The adjustment of drainage patterns to geological structures is illustrated with a map from Ghana.

The treatment in the main text is sufficiently elementary to rely heavily on pictures. However, it is striking that only three of over a hundred photographs include people, a contrast with Buckle's book in which many figures enliven the landscapes.

The present book might serve its stated purpose better if African students could identify with people in the foregrounds. The prettily frocked and posed figure admiring a Tanzanian waterfall takes not even this small step in this direction. For students in North America and Britain, however, the book is like Buckle's in offering some enlargement of geographical horizons.

This opportunity is not restricted to geography, as many students of specialisms within earth and environmental sciences first encounter the subject matter of their later specialist choice in introductory school courses in physical geography. An attractive feature of the book, therefore, apart from the maps and scenic views, is the presence of diagrams illustrating specifically African features, such as the various erosion levels in Uganda or the influence of varying rock outcrops on the longitudinal profiles of the rivers Niger and Zaire (Congo). Examples of laterite, the indurated surface layer of highly weathered rock materials rich in iron, manganese and aluminium oxides, will be particularly welcomed.

The selection of diagrams could be improved with more geographical length as well as breadth, as the regional weighting is heavily to the south of the Sahara. Also, nearly half the diagrams could be anywhere—apart from those of humid tropical limestone landforms, which are absent from Africa. More diagrams like that showing the contrasting seasonal sequences of two years discharge of the Tana river in Kenya, based on actual observed data, are essential.

Alistair F. Pitty

Alistair F. Pitty is formerly lecturer in geomorphology at the University of Keele.

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Ploughmen in about 1850. Taken from The English Village, by Richard Muir, published by Thames and Hudson at £8.50.

Extraterrestrial topographies

Planetary Geology
by John Guest, Paul Butterworth, John Murray and William O'Donnell
David & Charles, £7.95
ISBN 0 7153 7739 6

To say that this is largely a picture book is no disparagement. The pictures are no ordinary pictures, giving as they do remarkable views of the surface features of our nearest planetary neighbours, and accompanied as they are by well written descriptive and explanatory text. It must have been exceptionally difficult for the authors to select from the case of thousands of photographs available (nearly all from the US National Aeronautics and Space Administration) those ones which, apparently, have the most spectacular but also best illustrate the variety of topographies exhibited in different parts of the planets.

Thus, for the Moon and Mercury we are accorded the usual assortment of craters, enormous ringed basins, sinuous ridges and valleys, mountain ranges, lava flows and volcanic craters. Mars shows similar features but in addition some very large volcanoes and a number of pharphological effects which are probably associated with the action of winds, water and ice, and which are absent from the Moon. The quality of photographic reproduction is good.

The page of text accompanying each page of photographs is largely related directly to visible features but the authors have wisely added here and there important information gathered by other means, including specimens returned to Earth from the Moon and classical and physical measurements made by soft-landed or orbiting instruments. The whole is used to compare ideas on the evolution of the planets with those believed (on the basis of so many more observations) to have taken place on the Earth. The above selection from the rich material available is inevitably biased towards the more spectacular, but it is a good one, and the book is a worthy introduction to a subject which is in itself told succinctly in the book's introduction.

The book deals mainly with the Moon, Mercury and Mars but concludes with short chapters concerning the satellites of Venus and Jupiter. It fortunately also includes the recent exciting observation by the Voyager mission of highly eruptive volcanism on Io, a small moon of Jupiter, where it was least expected.

It is now just ten years since the first manned landing on the Moon and a good time at which to take stock of what has been learned from that and subsequent space exploration. The authors approach matters by the use of photographs chosen to prove attractive to a wide range of readers by no means excluding the scientists.

Jack Zussman

Jack Zussman is professor of geology emeritus, University of Hull.

BOOKS

The whole urban fabric

The Good City: a study of urban development and policy in Britain
by David Donnison with Paul Soto
Allemann Educational, £12.50 and £4.95
ISBN 0 435 85216 7 and 85217 5

A lot of us daydream about living in a private income in a twelve-to a private house overlooking Hyde Park now house overlooking Hyde Park and costing and more than a semi in Doncaster. But what do we really know about the differences in urban life within Britain, about work, housing, the education of children and the chances to advance our lives in satisfying ways? While the libraries fill with studies of the British economy or housing and transport in particular cities, truly interdisciplinary and comparative work on the whole urban fabric are few and far between, not just because of academic demarcations but also because the task is so daunting.

It is both appropriate and ironic that this study should originate at the Centre for Environmental Studies, an outstanding research institute which has recently been threatened by Mr Heseltine. The questions posed by the authors are broad and challenging: is urban industrial history mirrored in socio-economic structure? How does this relate to living conditions? Do some towns distribute benefits among their citizens more equitably than others? Do poorer people do better in certain kinds of towns and if so why? What should and can be done to alter these patterns?

Donnison and Soto embark on this quest by sketching the postwar history of British urban policy, the liberal elitist tradition on which it was based, the search for a Brave New World of social justice, prosperity and happiness. They continue with the breakdown of this consensus beginning in the late 1960s, as economic decline and social stress became more evident, and show how this forced the "urban managers" into a more repressive, less paternalistic role. This expressed itself in public participation and the search for more finely-tuned policies directed at giving more help to those areas in our cities which suffered most. But during the 1970s it became clear that a lot of people want to oppose policies rather than participate, that local planners are often powerless in the face of economic and social degeneration since the problems are not local in origin but rather "the imprint at urban scale of national trends in the economy", as the Community Development Project have argued.

To tackle such large questions some rather formidable number-crunching must be done and the second and largest section of the book is based on the statistical method of "cluster analysis" developed for urban studies by Richard Webber, also at the CES. This technique, using detailed census data, enables one to create "clusters" of towns which are very *similar within* but as *dissimilar between* groups as possible. The resulting 13 clusters have celebrated names such as "regional service centres", "heavy engineering and coal", "residential suburbs" and "inner conurbations"; these are the basis for all subsequent analysis.

Chapter five summarizes the major changes which have been occurring in the labour market: the decline of staple manufacturing, the loss of skilled jobs, the effects of staying on at school, the large increases of female employment, the changes in service jobs—all set against the backcloth of long-term decline and restructuring of the British economy and the belated attempts by the state to intervene.

The focus then shifts to urban problems themselves, to the interrelationships between demographic, economic, educational, housing and transport factors, neatly expressed in a structural diagram. This demonstrates a number of connections which are intuitively expected, for example, the powerful links between industrial structure and social status and less obvious ones like the correlation between sickness and unemployment, that the age of 45 is an important watershed dividing old from young towns.

It is disturbing to find that towns are divided along class lines, not only middle class from working class but also that the more prosperous working class is segregated within Britain from the less skilled and poorer working classes. Indeed "the labour market is the main setting and context of these relationships, reflecting our belief that opportunities for paid work are strongly related . . . to housing, education and much else".

The taxonomy which follows strikingly demonstrates two Britains: "the industrial, working class towns, mainly in the north . . . and the more prosperous white collar towns, mainly in the south". This national view is repeated at the urban scale within the large conurbations—inner city and suburbia—and shows "a polarization along geographical, industrial and class lines". This is explored more deeply in chapter nine.

But the authors also identify a "Middle England" of towns where work has expanded, where children do better at school and where bureaucrats are more innovative and liberal. These are the Lutons, Sloughs, Peterboroughs, Coventrys and Swindons of this world; what they look in Good *Food Guide* entries they make up for in "ladders" which enable people to get on. It is towns like these which paint the finding that educational attainment, even at 11 years old, seems to be more related to the children's prospects than their social class or educational spending.

Those who run these innovative public services however—the directors of education, housing and social services—have tended to live and work in "nice places, prosperous, growing southern counties and middle-sized towns not far from London and Birmingham". They have not seen much of "England's more sombre urban areas [or had] first-hand experience of this country's most intractable urban problems". Thus may the two Britains be reinforced.

What then is the Good City? Not surprisingly it is a growing prosperous place which does seem to distribute the "goodies" in ways which are fairest, i.e., most generous to those who are least well off. They can be created from scratch (the new towns) or be rescue-and-revival operations like Swindon or Peterborough. But what of London's Docklands, of Moss Side or Wythenshawe? Donnison and Soto have guarded hopes for "there is nothing inherently destructive about the towns themselves" but almost all the initiatives will have to come from determined and innovative public investment programmes; the market cannot and will not do so.

But this Herculean task has been overtaken by events. It was started seven years ago and is based on information which is now 10 years out of date. Much of the analysis depends on "cities" defined on the basis of parliamentary constituencies and this frequently leads to some curious results. Large questions are left untouched in this relatively short and well-written book (not least, where will the Good City be when the micro-chips are down?). This is a stimulating book about matters of huge importance; it could best serve as an outline for the much more profound and up-to-date investigation which is surely and sorely needed.

J. Brian McLoughlin

J. Brian McLoughlin is a freelance teacher, researcher and writer.

Sub-systems of the urban economy

The Shared Space: two circuits of the urban economy in underdeveloped countries.
by Milton Santos
adapted by Chris Gerry
Methuen, £5.50 and £4.95
ISBN 0 416 79660 5 and 79670 2

What a pity that this book was not published when it was first mooted, apparently in 1971. For then Milton Santos would have made a highly original contribution to the study of urban poverty in Third World cities. But the book was published, in French, in 1975 and is only now available in English, adapted in this translation by Chris Gerry, who has himself made a notable contribution to this field of study.

Milton Santos is a geographer, professor at the University of Sao Paulo, Brazil though much of his book was written while he enjoyed sabbatical spells at the Sorbonne, MIT and Harvard, and the University of Toronto. His earlier works similarly deal with Third World urbanization and with Brazil in particular. This work is subtitled "the two circuits of the urban economy in underdeveloped countries"—the "two circuits" being overwhelming with the formal and informal sectors in current anglo-phone parlance.

Santos is rightly critical of the dualist approaches, conventional in the 1960s, which saw the two subsystems of the urban economy as operating largely independently of each other, each, according to its own internal logic. The dichotomies then described—modern/traditional, formal/informal, capital-intensive/labour-intensive, bazaar/firm-centred—were then in vogue. He emphasizes not only the interdependence between his two circuits, seeing as the link between them the middle class which consumes the product of both circuits, but also the dependence of the lower circuit, the informal sector, upon the upper circuit, or formal sector. Repeatedly he argues that both circuits are the product of the mode of economic development peculiar to Third World countries. Furthermore it is through the linkage between the two circuits that the poor are exploited by the wealthy.

British development economists "discovered" the informal sector only in the early 1970s, drawing seminal inspiration from an article by a social anthropologist, Keith Hart. The International Labour Organization mission to Kenya focused on the informal sector, emphasizing its potential for development, and thus countering earlier belief that it was unproductive and doomed. At first, studies of this sector were largely descriptive: attempts to define it precisely became fraught with difficulty. As the decade progressed efforts were directed towards establishing the links between the formal and informal sectors. A fillip was introduced by neo-Marxists who, seeing some informal sector activity as a form of petty commodity production applied their classical texts in relating this to the dominant capitalism.

To this book Santos first outlines his model of interdependence and then describes the mechanism of his two circuits. The upper circuit is that of monopolistic multinational companies operating in harness with the Third World states. The lower circuit — of small-scale manufacturing petty trade and services—is discussed in terms of modes of entry and of credit and capital accumulation. Santos acknowledges the apparent dynamism of this circuit but predicts its stagnation. A final part discusses the spatial form of the city in terms of the two circuits—they share the urban space—and is critical of earlier theories of urban development.

Santos touches on most of the themes that have emerged during the past decade in the debates about urban poverty. He is a structuralist, presenting a broad scheme of universal development which is richly but eclectically illustrated by data culled from studies dating, for the most part, from the 1960s. His bibliography of almost 500 items indicates the extent of the material available, at that time. Many readers would however wish for a more detailed examination of a few case studies, suggesting the variables operating and the diversity of outcomes.

Lamentably absent from this book is a discussion of the debates of the past decades and the studies which they have generated. Santos is challenging the ideas of the 1960s; nevertheless his arguments still carry plenty of weight today.

Peter Lloyd

Peter Lloyd is professor of social anthropology at the University of Sussex.

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BOOKS

Impressions of natural hazards

Disasters: the anatomy of environmental hazards
by John Whitlow
Allen Lane, £8.95
ISBN 0 7139 1253 7

It is a pity that the geological and geographical communities lead such separate existences. In both Britain and the United States geologist and geographer seldom talk to each other; the two professions have their own traditions, professional societies and journals; and even where both disciplines occur within the same university—in separate departments, of course—there is usually little, if any, contact between them.

Geography these days goes well beyond physical geography into sociological, economic and historical matters in which geologists can hardly be expected to have much interest. Moreover, the separation of geology and physical geography, which often seems absurd under current circumstances, may well be the result of historical development under quite different conditions; and there is no accounting for the persistence of tradition.

After reading Whitlow's book, however, I have come to the conclusion that there is much more to it than that. No doubt there are some exceptions, but geologists and geographers simply have quite different temperaments.

To put it as succinctly and fairly as possible: geographers delight in waffling broadly about the phenomenological whereas geologists are more impressed with the specifics of underlying causes. There is no value judgment intended here; both techniques have their merits and defects. A prime virtue of the geographical approach, for example, is that it enables a book such as Whitlow's to exist at all.

The work takes its inspiration from the year 1976, for much of which the parochially minded British were obsessed with their little local heatwave, largely unaware of, and certainly unconcerned with, the fact that drought was having genuinely disastrous consequences in such places as India and the American Mid-West. But there was more in 1976 even than widespread drought. Catastrophic volcanic eruptions occurred on La Soufrière (West Indies) and in Ecuador, and death-dealing tsunamis hit the Philippine island of Mindanao. Even more devastating, however, was the unusually high level of seismic activity. There were at least eight major earthquakes causing death and an even higher number of large shocks producing severe damage.

"The disastrous year of 1976 appeared to be the final cataclysm, when earthquake shocks, volcanic eruptions, tsunamis, hurricanes, floods, blizzards and droughts combined to give the impression that the earth was in a turmoil, and that the day of reckoning was at hand." Whitlow the geographer has set out to describe the nature and effects of this turmoil, largely for the general reader. No geologist would ever have attempted to produce a single-author work covering such diverse phenomena as earthquakes, volcanoes, sinking coastlines, landslides, avalanches, high winds, floods, drought, snow and fog. We must therefore be grateful that natural hazards are not solely the province of the geologist. The coverage here is indeed impressive by any standards; and Whitlow's treatment of the various hazards is both informative and enjoyable. In the end, however, the result was for me less than satisfying, because the geographical approach alone just does not tell the whole story.

The problem is well illustrated by the discussion of earthquakes, a subject of direct concern to both parties. Whitlow deals with plate tectonics but only very superficially, failing to say anything like enough about the relationship of most earthquakes to plate boundaries. He discusses earthquake prediction but says very little about the phenomena by which one might seek to devise a prediction procedure. He covers man-made earthquakes but fails to make clear their nature and their relationship to the activities that cause them. It is a question of emphasis rather than lack of space; Whitlow seems much too reluctant to give scientific information, preferring instead the wordy impressionistic approach.

Elsewhere, on the other hand, the technique has its strengths. Where the broader geographical approach really comes into its own is in Whitlow's penultimate chapter, an interdisciplinary study of Los Angeles. Not the least remarkable aspect of this remarkable city is that it is subject to no fewer than eight of the 13 hazards described earlier in the book, to which must be added one or two others (brush fires, for example). It is a nice irony that the home of the disaster movie is the most disaster-prone of all the world's major cities; and Whitlow makes a good story of it.

But in the end I return to the point that some of the story is missing. Earth scientists involved with the geophysics of natural hazards generally take far too little interest in the broadly sociological aspects; and if Whitlow can persuade a few of them to widen their horizons, all to the good. For such people, the final chapter—a description of, and an extended plea for more, disaster research—should be made compulsory reading. By the same token, however, geographers would benefit from a bit more science. It is a pity that Whitlow did not collaborate with a geologist and a climatologist to produce a more balanced version of what is nevertheless still a valuable book.

Peter J. Smith

Peter J. Smith is reader in earth sciences at the Open University.

Environmental depradation

Dust Bowl: the Southern Plains in the 1930s
by Donald Worster
Oxford University Press, £9.50
ISBN 0 19 502550 4

The study of hazards, of their impact on society and of the reactions of individuals and societies to them, has been something of an academic growth industry in recent decades. Initially the work focused on short-duration, "natural" hazards such as floods and earthquakes, then turned to "man-made hazards", notably the various types of pollution. Almost all of this work was couched in the jargon and methods of social science research and, revealing though this was of the nature of reactions to hazards and of their potential consequences, little was revealed of the experience of hazards itself. Only an historical study can provide the more "human" interpretations (while at the same time still contributing valid analyses and prognoses).

Donald Worster's *Dust Bowl* is such an historical interpretation and analysis of a major long-term hazard which, as he shows, resulted from a combination of causes, both natural (drought and wind) and man-made (farming methods). It is written with the conviction of a native, one who had grown up on the Southern Great Plains and needed to return there and understand the situation of the generation which preceded him. His approach is a composite one, using a variety of scholarly, literary, archival and aural sources, and his aim is to describe life on the plains during the 1930s, to explain why the hazard occurred, and to account for the subsequent regeneration of the agricultural economy there.

The first part describes the experience of the Dust Bowl and the reactions to it—both of the determined stayers and of the reluctant movers (the exodusters). The evocative writing is complemented by superb photographs. The second part puts the Dust Bowl in context, outlining the settlement and agricultural history of the plains. To explain the phenomenon, and to present the variation in both its effects and the reactions to it, parts three and four are case studies of individual counties, one in the centre and the other on the edge of the Bowl. It is here that the positivist social scientist with his penchant for evidence to back generalizations might find Worster's skilled critics least successful. The final part describes the recovery, and discusses the New Deal and its money for farmers, the attempts to develop land-use planning, the ecological movement, and the work of the Soil Conservation Service.

Worster's main theme—always being pressed, but never stridently—is that the Dust Bowl is an example of the environmental depredations that are central to capitalist farming. Ecology and conservation are fine when you need to get out of a mess, but the lure of profit means that the lessons of the hazard are soon unlearned and the stage of the next one are sown; indeed, increased technological sophistication suggests that the next act will be much worse than the last. Ecological principles do not dominate modern farming practice, and never will under unbridled capitalism.

Knowing relatively little about the Dust Bowl, I found Donald Worster's book not only informative, but also a joy to read. The interweaving of aural history, science, Steinbeck's novels, Guthrie's songs, political science and political economy, backed up by a splendid selection of photographs, is superbly done. Whether one agrees with the message, or remains unconvinced by some of the evidence and analysis, one is bound to appreciate the medium.

R. J. Johnston

R. J. Johnston is professor of geography at the University of Sheffield.

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BOOKS

Symbols of social brutality

The American City: from the Civil War to the New Deal
by Giorgio Ciucci, Francesco Dal Co, Mario Manieri-Elia and Manfredo Tafuri
translated by Barbara Luigia La Penta
Granada, £25.00
ISBN 0 246 11368 5

Cities are all things to all men, particularly those who make an academic living. Much of their absorbing interest derives from the diversity of intellectual viewpoints from which they may be dissected. As the most complex of all human artefacts their nature and their substance change subtly with each new perspective adopted: the historian's city is very different from the geographer's, the sociologist's from the architect's.

Similarly, it is increasingly necessary to know something of the political colouration of the authors of books on cities, in case one's own prejudices are too rudely challenged. Views on the urban scene change with the tints of an author's political philosophy. In a sense, this book is (very distantly) in the tradition of Engels: it treats the city as the prime symbol of the social brutalities of capitalism, as a space-age jungle in which the developer is king and stalks his easy prey for tax-free profit. The four Italian architect-historians who are its authors seem to be of mildly Marxist tendency, in that they stand somewhat to the left of Mr David Steel.

This is essentially a bound collection of four largely independent essays. The first traces the rise of the "city-beautiful" movement among American architect planners, with an emphasis on the role of Daniel Burnham. It follows the progress of American urban design and monumental architecture from the ornate lath-and-plaster palaces of the Chicago Fair of 1893 to the steel and glass cages that imprison the modern slaves and acolytes of urban capitalism in downtown Manhattan.

This first essay is much concerned with Chicago, as the archetypal American city, and with the distinguished school of architects from whose missionary work the Chicago Plan Commission was to be born in 1907. This is seen as a signal defeat for the capitalist monster, as the end of both a free market in land and the sanctity of property rights, since a grand design now disciplined urban growth. To create a fine master plan is not to impose an apparatus of control on the urban land market: indeed the market responds to the profit potential of the plan. Only a system of development control and the taxation of adventitious capital gains can bring the form of the city (for better or worse) under community control; and American cities are not much closer to this now than they were in 1900.

A second essay is concerned with the urban impact of ideologies: it begins with a survey of those home-spun and rather loosely hand-knitted Utopias that flourished so strangely in mid-nineteenth-century America, the Shakers, the early Mormons, the Separatists of Zoar. Each embodied the precepts of its philosophy in its urban forms; the plan of the city was the epitome of the community. But freer, more Romantic movements were also at work in the shaping of the city, for example naturalism as applied to suburban design. Dotty, the landscaped suburb evolved from the prestige cemetery: the Laved One could enjoy the delights of a garden village before they become available to the living. The introduction of rural qualities into the urban structure took two different forms (both, confusingly, called "parks"), the residential parks of the low-density, wooded suburbs and the urban park-systems which are the chief and very great glory of so many American cities. We are reminded how early this movement grew, and with what great strength, to provide a green framework for the urban plan.

Americans have never been able to make up their minds whether they wish to be an urban or a rural nation, though they insist on combining the best of both worlds. This is a theme continued into the third essay. Jefferson and great cities an great sores, and Turner idealized the virtues of the farming pioneer. But a nation that sprang from agrarian roots was condemned to life in the city as the price of industrialism. Could the countryside somehow be packaged and delivered (a little like the milk) into the city? This is, essentially, what so much American urban design attempts. It has taken diverse and bizarre forms (even in very distinguished hands). Frank Lloyd Wright's magnificent concept of Broadacres was an urban design for the Country Club Society.

A last essay is a relatively straightforward history of the skyscraper, splendidly illustrated at each stage in its evolution. It also clarifies a minor mystery embodied in the title of the book. Why stop a history of the form of the American city at the New Deal (which had much less urban than rural impact)? The answer is that the book does not in fact conclude with the 1930s but goes right on into the post-1945 period, when it deals much too kindly with the social catastrophes of federally sponsored urban renewal. But, then, a book that is enigmatic throughout can be forgiven for having a little puzzle incorporated in its title.

H. B. Rodgers

H. B. Rodgers is professor of geography at the University of Manchester.

Aerial photograph of Chicago in 1967 (Fox Photos).

The new German Republic

West Germany: a geography of its people
by Trevor Wild
Dawson, £9.00
ISBN 0 7129 1929 X

With regional geography somewhat out of fashion, it is nice to see now and again an addition to the literature. This study of the German Federal Republic, one of our more important neighbours in the Economic Community, is particularly welcome. Dr Wild has given his text a strongly developed theme of population, and around this he has woven his examination of the challenges posed by widely different rural and urban problems in the formulation of regional policy in one of the world's richest and most successful countries.

The study opens with a conventional review of the physical setting of the Federal Republic followed by a useful review of its administrative framework. Though particular attention is rightly given to an examination of the reorganization of the boundaries of the lower ranks of the territorial-administrative hierarchy, no effective reference is made to the need for reform of the federal states. One of the most intractable problems inherited from the occupation regime, has been the wide disparity in the size and wealth between the *Länder*, and it remains unresolved.

In the subsequent chapters there is a feeling that Dr Wild relies too heavily on cold statistics and official reports, failing to gauge the Germans' own perception of and attitude to the new geography of Europe since the Second World War. He treats the Germans less as people than as statistics and spatial patterns. This has perhaps led him into the linguistic mumbo-jumbo on pp 47-48 which would not have happened had he inquired more deeply into the German law on nationality and the legal and historical concepts underlying it.

Through much of the early part of the book there is also a feeling that the author fails to realize just how the cataclysmic events of 1945-1946 had demanded a new beginning. He pays too little attention to the vital formative years of the early postwar period that were to structure German society in so many different respects. He certainly underestimates the importance of the millions of refugees and expellees on later trends and dismisses all too briefly the real seriousness of the social, demographic and economic problems they posed, the solution of which occupied much effort even into the 1960s.

Though this is reputedly a text focused on population, the principal demographic problems and dilemmas are likewise treated without great depth. There is no doubt that numerous strains and stresses in German society have been wrought by the highly unsatisfactory age-sex balance in the population as adverse wartime changes compounded an already unfortunate situation inherited from 1914-1918 and the interwar traumas. A lot more could also be usefully said on developments since the mid-1950s. There were notable age-sex differences and contrasts in family structure between the West Germans and the Germans from the East that get no mention, while even the discussion of the influx of foreign guest-workers leaves some interesting and significant points untouched.

In the latter part of the book where the author is concerned with little more than the last decade, one begins to feel more comfortable. The chapters covering the formulation of and changes in planning policies as well as the nature of the present rural and urban challenges cling out with confidence and are by far the best part of the work, even though he drifts (perhaps not unexpectedly) away from population as the central theme in these places. Even so, I feel that Dr Wild has focused too intensely on the local dimension, looking at West German policy purely as an encapsulated internal issue. The influence of the European Economic Community has been considerable, but it receives little mention, while it always seems to me that whatever is done in West Germany is framed in an inescapable awareness of the skeleton in the cupboard, *das andere Deutschland*.

This nevertheless remains a useful and welcome text that should find a place in any course on Western Europe, Germany, or for that matter, on broader systematic issues such as regional planning. A paperback edition would be welcome.

Roy E. H. Mellor

R. E. H. Mellor is professor of geography at the University of Aberdeen.

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This earth of majesty

Eastern and Central England
by Allan Straw and Keith Clayton
Methuen, £8.50 and £4.50
ISBN 0 416 84660 2 and 84670 X

The general editors of the series "The Geomorphology of the British Isles", in which this volume appears, comment in their preface that this is the first geomorphology text on England or on an English region since the publication in 1933 of Wooldridge and Linton's *Surface, Structure and Drainage in South-east England*. It is difficult to review a new book in the field without reflecting a little on this previous work.

W. M. Davis had, of course, written papers that dealt with the geomorphology of a large part of south-east England but without the profound detailed knowledge of the terrain possessed by Wooldridge and Linton. Theirs was truly a pioneer work in the attempt to provide a complete chronology from all the facets of the physical landscape, combining a knowledge of detail with a breadth of vision. Wooldridge and Linton were, of course, dependent upon the work of many able predecessors, including W. M. Davis, but their monograph was in no sense a simple digest or synthesis of previous work. They produced a closely integrated discursive, well-argued text, presenting an interpretation of morphological history, an approach quite comparable with that adopted by Henry Baulig in *Le Plateau Central de la France*, published in 1928.

Wooldridge and Linton had a high degree of conviction on matters morphological. Doubts about the efficacy of subaerial erosion, about the reality of planation surfaces, if ever entertained, were long since quiet before they wrote *Surface, Structure and Drainage*. Their monograph is therefore a unity, an integrated whole that requires and repays close reading. Subsequent researchers have questioned some of the evidence, and many of the concepts. There has been the usual denigration that follows when a subject has been dominated by one or two outstanding scholars. No such monograph can be written as of now. There are too many doubts, too many untied ends, and perhaps no one with the vision.

The present book lacks unity in two senses. First it is really two books bound together: Straw deals with Eastern England; He adopts in part a retrogressive approach, describing first the general physiography, and then working back from the Devensian Glaciation. His descriptions are often very detailed, and he emphasizes, not unnaturally, glacial aspects of morphological history. Clayton deals with Midland England, giving more emphasis to the lithology, writing with rather more of a sweep and with less detail. There is little cross reference between the two, despite the fact the two regions are of course immediately adjacent. Both authors share the doubts mentioned above. Straw initially quote the term planation surfaces into quotes; Clayton similarly treats summit plains, but both authors lose these inhibitions later in the text.

The second way in which this study lacks unity results from the approach. Both authors mention the many various researchers whose work has helped elucidate the morphological history of the regions described, quoting something of their evidence and of their conclusions. They, the authors, follow the summaries of previous contributions with judicious comments on the probable veracity of this or that interpretation. As a result the work is heavily dependent on secondhand information, despite the Straws' obvious skills in English, good illustrations, and great knowledge (much first-hand). This is a reference book, worthy, indeed excellent in its way, but other a catalogue of opinions and interpretations.

It is also in one sense too sharply regional. There is as noted little correlation between the two parts, but there is also little correlation with other areas. The value of the work is therefore lessened, particularly for foreign readers. The glacial terminology is based on one man in the long sequence of attempts at standardization. The terms employed may still be little known to some English readers, and certainly little known or even unknown by French and German scholars. The explanatory tables come much too late in the text.

There is one last observation to be made. Geomorphology will require from time to time, as well as studies of process, regional surveys of this type, to report the present state of knowledge. The discursive approach adopted by Wooldridge and Linton is perhaps no longer possible, and the surveys will necessarily be works of reference, teaching a narrow audience. Even the professional geomorphologist is likely to be highly selective in his reading of such texts, and yet in the last analysis it is the evolution of the basic elements of scenery, of landscape, that are being described.

Truman in his *Geology and Scenery* reached a very wide audience, and the same is true of some of the geological memoirs. Today in the *Geology of the Weald* reached an audience outside professional circles by touching upon many relationships with human geography. There has been much talk in recent years of an independent science of geomorphology, independent that is of geography. To reach an informed lay audience, as wide as that reached by the older geologist writers, there is no doubt geomorphology needs geography certainly up, less than geography requires geomorphologists.

T. M. Yates

T. M. Yates is lecturer in geography at King's College, London.

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Colleges and Institutes of Higher Education
Colleges and Departments of Art
Research Posts
Administration
Overseas
Adult Education
Librarians
General Vacancies
Official Appointments
Appointments wanted
Other classifications
Awards
Announcements
Exhibitions
Personal
Courses
Holidays and Accommodation

Universities

Applications are invited for the following posts, for which applications close on the dates shown, SALARIES (unless otherwise stated) are as follows: Professor $A36,064 ; Senior Lecturer $A22,648-$A28,822 ; Lecturer $A17,936-$A22,261; Principal Tutor $A17,936-$A20,472; Senior Tutor $A14,673-$A18,889 ; Tutor $A12,106-$A14,248.
Further details, conditions of appointment for each post and application procedures may be obtained from The Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

University of Adelaide
LECTURER IN COMPUTING SCIENCE

Candidates should have a higher degree in Computing Science and show evidence of interest and capability in research and teaching and be prepared to undertake supervision of research students.
For teaching purposes, the University is equipped with 3 DEC VAX computers and has a *CDC CYBER 173* for research work. The Department has two PDP 11/40 for research purposes.
June 30, 1980.

The University of Tasmania
CHAIR OF LAW

Applications are invited for appointment to a Chair in the Faculty of Law which became vacant on the resignation of Professor D. Rochow. A second Chair is occupied by Professor N. C. H. Dunbar, who has announced his intention to retire at the end of 1981.
July 31, 1980.

Australian National University
FACULTY OF ARTS
LECTURER and TUTOR/SENIOR TUTOR
DEPARTMENT OF GERMANIC LANGUAGES

The two positions to be filled at the beginning of 1981 will primarily involve teaching the German language at both beginners and advanced level. A third year of the appointee should be competent in the methods of applied linguistics and familiar with research in second-language acquisition. It is also expected that one appointee would be a native speaker with a good command of English. Teaching experience is a prerequisite.
It will be considered an advantage if applicants, moreover, are interested, and have competence, in any of the following fields: History of the German language ; older periods of German literature ; *German cultural history* ; Swedish/Scandinavian ; modern European studies.
TERM OF APPOINTMENT : LECTURER—four years with possibility of reappointment after review to retiring age. TUTOR/SENIOR TUTOR—to December 31, 1980, with possible reappointment on an annual basis to a maximum of five years.
Reasonable appointment expenses are paid. Expenses for Tutor/Senior Tutor, however, are payable only for applicants appointed from within Australia and New Zealand. Superannuation benefits are available for applicants who are eligible to contribute. Assistance with finding accommodation is provided for an appointee living outside Canberra. The University reserves the right not to make an appointment or to make an appointment by invitation at any time.

University of Melbourne
DIRECTOR
STUDENT HEALTH SERVICE

Applications are invited for the above position following the retirement of the foundation Director.
The Student Health Service presently has a staff of three full-time practitioners and support staff and is concerned primarily with the delivery of health services to students.
The role of the Service is currently under review and an interim report proposing a number of changes has been received by the Council of the University. Potential applicants are invited to obtain a copy of this report from the Staff Officer and the duties of the appointee will be expected to participate in this review.
Applicants must possess a medical qualification acceptable for registration in the State of Victoria.
Salary $A32,982 per annum.
Other conditions include superannuation and four weeks' annual leave. Assistance with travel and removal expenses will be provided to an interstate or overseas appointee.
July 31, 1980.

LECTURER (CONTINUING)
DEPARTMENT OF PHYSICAL CHEMISTRY

Current research areas within the Department include colloid and polymer chemistry, radiation and photochemistry, picosecond spectroscopy, polymer chemistry, vibrational spectroscopy, theoretical chemistry, thermodynamic properties of solutions, electrochemistry and reaction kinetics. Applicants with experience in any of these fields will be considered. Preference may be given to applicants with experience in the application of statistical mechanics to water and aqueous solutions, electrode processes or surfaces.
The successful applicant will be expected to commence duties as soon as possible after January 1, 1981.
July 4, 1980.

Macquarie University Sydney
BURSAR

The Bursar is responsible to the Vice Chancellor for the financial administration of the University which includes the presentation of an annual Budget of Income and Expenditure for approval by the University Council, the control of all forms of expenditure within the approved budget, the purchasing and storage of equipment, furniture and expendables, and the recording of financial transactions.
Applicants should have had extensive experience in financial administration and should preferably be qualified accountants. As the University is making increasing use of computers for administrative purposes, applicants should have had practical experience in the application of computer methods to the financial aspects of administration.
The University reserves the right to fill any position by invitation.
The salary for the position will be $A33,451 per annum, with an allowance of $A500 per annum.
June 20, 1980.

CHAIR OF COMPUTING

Applications are invited for appointment to a new Chair of Computing, initially in the School of Mathematics and Physics, tenable not before January, 1981. Relationships between computing and other disciplines within the University are at present under review. The person appointed will be responsible for the further development of teaching and research in computing and will be expected to assist in developing coordinated programmes including courses in computing and closely related areas such as management information systems and numerical analysis.
Applicants should have an excellent record in teaching and research, with a broad background in computing and the capability of exercising academic and administrative leadership. Preference will be given to applicants who are particularly qualified in areas such as Algorithms, analysis and design ; Data structures ; Information systems and data base systems ; Software design and development.
The University reserves the right to fill any position by invitation.
July 16, 1980.

La Trobe University Melbourne
SCHOOL OF HUMANITIES
DEPARTMENT OF MUSIC
LECTURER/ SENIOR LECTURER

Applications are invited for two tenurable positions : one at Lecturer level and one at Lecturer/Senior Lecturer level,
(1) Composer/theorist with strong research qualifications to teach at undergraduate and postgraduate levels. Preference given to candidates with extensive computer music experience and contemporary performance skills.
(2) Music historian with strong research qualifications to teach history from an analytical and compositional perspective from *medieval to twentieth century*. Preference given to candidates with experience in directing early music performances, and/or composition.

PRINCIPAL TUTOR

Tenurable or fixed-term.
The successful candidate would be able to direct the ongoing improvisation laboratory component of undergraduate teaching in the department which teaches basic composition and structural understanding by creative score plays, using relatively context-free sound sources. In addition, teaching skills in traditional Western theory and musicianship would be required.

SENIOR TUTOR

Up to three years fixed term.
The successful candidate would be able to give, at undergraduate level, lectures and tutorials in musicology, history and analysis. Candidates with involvement in contemporary music or composer or performer would be given preference.

TEMPORARY LECTURER

For 1981.
The successful candidate would be expected to research and composition of contemporary experimental and tradition-based music.
Areas of specialisation might include some of the following: Post-Cage music, Analog studio techniques, Improvisation, Music theatre, Digital sound processing, psychology of music.
The La Trobe University Music Department emphasises contemporary and creative music within the context of various traditions. Areas of current research include post-serial composition and theory, computer and analog studio sound processing, jazz and improvisation, psychoacoustics, medieval tropes, music theatre, West African music and music in the community.
The University reserves the right not to make appointment in any of the above positions.
July 14, 1980.

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ABERYSTWYTH
THE UNIVERSITY COLLEGE OF WALES
DEPARTMENT OF BOTANY AND MICROBIOLOGY

Applications are invited for the post of DEMONSTRATOR in BOTANY, tenable for two years, in the first instance, with possibility of further extension for a third year. Applicants should have a degree in Botany or the equivalent, or be in their final year of such a course and should possess a good honours degree. Salary on the scale for Other Assistant Staff (£4,600 to £5,500 per annum) subject to USS.
Further particulars and application forms may be obtained from the Registrar, University College of Wales, Aberystwyth, to whom applications should be addressed, quoting reference No. 1/80, not later than 30 June, 1980.

BIRMINGHAM
THE UNIVERSITY
FACULTY OF SCIENCE AND ENGINEERING
CHAIR OF THEORETICAL PHYSICS

Applications are invited for the post of THEORETICAL PHYSICIST, tenable initially within the Department of Physics, to be filled from 1 October, 1980.
Salary in the professorial range, plus superannuation.
Further particulars may be obtained from the Personnel Officer, The University, Birmingham B15 2TT, to whom applications should be sent by 30 June, 1980.

BIRMINGHAM
THE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

Applications are invited for the post of ADMINISTRATIVE ASSISTANT, Clinical Psychology Department. Candidates should have A-levels or equivalent and experience of administration and of typing.
Salary on the scale £3,403 to £4,320 (this scale is under review) plus superannuation.
Further particulars may be obtained from the Personnel Officer, The University, Birmingham B15 2TT, to whom applications should be sent by 30 June, 1980.

BIRMINGHAM
THE UNIVERSITY
FACULTY OF SCIENCE AND ENGINEERING
LUCAS CHAIR AND HEADSHIP OF THE DEPARTMENT OF MANUFACTURING ENGINEERING

Applications are invited for the Lucas Chair and Headship of the Department of Manufacturing Engineering, which will become vacant on the retirement of Professor J. Wallace.
Salary in the professorial range, plus superannuation.
Further particulars may be obtained from the Personnel Officer, The University, Birmingham B15 2TT, to whom applications should be sent by 30 June, 1980.

THE OPEN UNIVERSITY

PART-TIME TUTORIAL AND COUNSELLING STAFF

Applications are invited for part-time tutorial and counselling staff for the 1981 academic year. These are particularly invited for course tutor posts on the following 22 new degree level courses. All courses are based on an integrated structure of correspondence assignments, radio and television broadcasts and a regionally organised tutorial and counselling system. ARTS: Seventeenth century England; Philosophical problems; Science and belief from Darwin to Einstein. SOCIAL SCIENCE: World politics; Project course in human geography; Introduction to Sociology. SOCIAL SCIENCE/SCIENCE: Introduction to psychology. EDUCATIONAL STUDIES: Contemporary issues in Education; Language in use; Management and the school; Society education and the state. MATHEMATICS: Studies in pure mathematics. SCIENCE: Biology form and function; Physics and chemistry of the Earth; Organic chemistry; Inorganic chemistry; Evolution. SCIENCE/SOCIAL SCIENCE: Biology brain and behaviour. TECHNOLOGY: Engineering design. TECHNOLOGY/MATHEMATICS: Graph networks and design. INTERDISCIPLINARY: Inquiry. POST-EXPERIENCE: Curriculum in Action.

Course tutors are responsible for commenting on and grading students' written assignments, for replying to queries about students' work and for conducting tutorials, normally at local study centres but sometimes by telephone.

Some vacancies will exist for course tutors on the other 118 courses to be presented in 1981, and for tutor-counsellors, although the majority of posts will be filled by existing members of the University part-time staff. If you would like to know whether vacancies exist for these other posts, you may telephone the University's regional office nearest your home. These offices are situated in:

London 01-794 0575 — Manchester 061-861 9833
Oxford 0865 730731 — Newcastle 0632 841611
Bristol 0272 299641 — Cardiff 0222 397811
Birmingham 021-428 1696 — Edinburgh 031-226 3851
Nottingham 0602 43072 — Belfast 0232 45025
Cambridge 0223 04721 — East Grinstead (Sussex) 0342 27821
Leeds 0532 444431

Applicants should be graduates or graduate equivalent. Recent teaching experience in further, adult or higher education is highly desirable.

To obtain application forms and further particulars, send a POSTCARD to the Tutors Office (TH), The Open University, PO Box 82, Walton Hall, Milton Keynes, MK7 6AU. Completed application forms should be submitted to one of the University's Regional Offices by the closing date of Friday, 4th July.

THE PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY
PEPARTMENT OF LANGUAGE & SOCIAL SCIENCE

LECTURER 1-2/ASSISTANT LECTURER 1-2

Applicants must have experience in English for Special Purposes, preferably in Business Studies.
Salary : Assistant Lecturer 1-2—K9,940 to K10,960 ; Lecturer 1-2—K12,810 & K14,660.
A 24% gratuity is payable on all salaries shown) (One 1=approx. Stg. 0.6331).
Initial contract period, three years. Other benefits include a gratuity equal of 24% ; appointment, repatriation and leave fares (staff member and family) ; settling-in and out allowances ; six weeks' paid leave per year ; education fares and assistance towards schools fees ; free housing ; Salary continuation and medical benefit schemes available.
For information and conditions of service write to (quoting post) : The Registrar, University of Technology, P.O. Box 793, Lae, Papua New Guinea. Applications close on 30th June, 1980.

Universities continued

Director

Thomas Coram Research Unit in the University of London Institute of Education

This is a readvertisement
Previous applicants need not reapply

Applications are invited for the post of Director of the Thomas Coram Research Unit. The Unit was established by the late Professor Jack Tizard in 1974 with primary support from the Department of Health and Social Security. It undertakes research on health, education and welfare of young normal children, handicapped children and adolescents, and the children's families. Particular emphasis has been placed on research with service and policy implications. The current research staff includes psychologists, educationalists, social scientists and paediatricians.
Three posts in the Unit, including that of Director, are on the permanent UGC-funded establishment of the Institute of Education. The rest of the Unit's activities are currently funded two-thirds by DHSS and the remainder by a number of other agencies.
Following recent approval by SSRC of the Unit as a designated Research Centre, DHSS and SSRC have agreed to collaborate in supporting the Unit. The commitment of SSRC is initially for four years and, subject to review, for a further four years. DHSS support will be based upon a six-year rolling programme and funding will be negotiated by the new Director. It is anticipated that the Unit's research resources will be in the order of c £350,000 per annum. The salary attached to the post is negotiable within the Professorial range plus £740 London Allowance plus Universities Superannuation Scheme.
Further information and application forms available from Mrs Joyce Withers, Personnel Section, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL, quoting reference D/TCRU. Completed applications required NOT LATER THAN MONDAY, 30 JUNE.

UNIVERSITY OF AUCKLAND
New Zealand

ACCOUNTING—PROFESSORSHIP
Closing date : August 15, 1980.
Applicants should have qualifications in any area of accounting and be experienced university teachers.

MANAGEMENT STUDIES—ASSOCIATE PROFESSORSHIP
Closing date : August 1, 1980.
Applications are sought from candidates with qualifications and experience as economists, consultants or business managers. Preference may be given to applicants who have major teaching, research and/or practical experience in the following fields : Industrial Building/Export Strategies for New Zealand ; Industrial Relations/Organisation Behaviour/Management in a Trade Union Environment ; Operations Management/Productivity Improvement by Management Science/Operations Research ; Business Policy Formulation/Financial Management/Planning and Control Systems.

THEORETICAL AND APPLIED MECHANICS—PROFESSORSHIP carrying with it the Headship of the Department
(School of Engineering)
Closing date : August 15, 1980.
Applicants should have a strong academic and research background in Engineering Analysis, Mechanics or an appropriate branch of Applied Mathematics. Although it is anticipated that most applicants will have a formal education in some branch of Applied Engineering or Applied Mathematics it is accepted that people with other educational backgrounds may be suitably qualified. Experience in teaching mathematics to engineering students and good association with engineering would be an advantage although not essential.

PHYSICO-CHEMISTRY—LECTURESHIP
(Department of Physics)
Closing date : July 31, 1980.
The Physico-Chemistry course is designed for first-year medical students and includes aspects of the structure of matter, basic physics, chemistry and biochemistry. Applicants must be qualified in physics and preferably be able to teach appropriate physics courses in the Department of Physics.
Present salary scales are : Lecturers, NZ$18,146 to NZ$18,818 per annum ; Associate-Professors NZ$27,455 per annum ; Professors NZ$30,308 to NZ$36,036 per annum. Conditions of Appointment and Superannuation are available from the New Zealand and Australian Universities and from the Assistant Registrar (Academic Appointments), University of Auckland. Applications, in accordance with Method of Application should be forwarded as soon as possible but not later than the closing dates stated. Information also obtainable from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London, WC1H 0PF.

BELFAST
THE QUEEN'S UNIVERSITY
SENIOR LECTURESHIP IN LAW
DEPARTMENT OF COMMERCIAL AND PROPERTY LAW

Applications are invited for a SENIOR LECTURESHIP in the DEPARTMENT OF COMMERCIAL AND PROPERTY LAW in the Faculty of Law, tenable from 1 October 1980, or such other date as may be arranged.
Salary : In accordance with the current scale for University Lecturers, the main general aspect of the department's work is on commercial law.
Further particulars may be obtained from the Personnel Officer, The Queen's University of Belfast, Belfast BT7 1NN, to whom applications should be sent by 30 June, 1980.

HONG KONG
THE UNIVERSITY
LECTURESHIP IN EDUCATIONAL TECHNOLOGY

Applications are invited for a LECTURESHIP in EDUCATIONAL TECHNOLOGY in the Faculty of Education. Applicants should be immediately qualified to teach with recent relevant teaching experience, preferably in Mathematics or Science, and hold at least Masters degrees in Educational Technology and have taught such courses at a university.
Annual salary (minimum-maximum) is :
Hong Kong, $ by 365 by 8,718 to $10,230 for the holder of a Ph.D. ;
$11,730 to $13,242 for the holder of a Master's degree.
Starting salary will depend on qualifications and experience.
At current rates, salaries tax will not exceed 15 per cent of gross income. Housing allowance (maximum) is 10 per cent of gross salary. Other allowances : family passages ; biennial increase ; car loan. Detailed applications (four copies) with curriculum vitae and naming three referees to the Secretary, University of Hong Kong, Pokfulam Road, Hong Kong, by 31 July, 1980.
Applicants resident in the UK should also send one copy to the Inter-University Council, 36/37 Tavistock Square, London WC1H 9PT. Further particulars may be obtained by writing to either address.

THE PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY
DEPARTMENT OF ARCHITECTURE AND BUILDING

LECTURER I OR II

Applications are invited for the position of Lecturer in teach Structures and any other two subjects in the area of Building Services, Building Science, Building Materials and Building Technology.
The successful applicant will hold an appropriate Degree or Diploma from a recognized educational institution, and will have had at least three years' post-graduation professional experience and some teaching experience.
Salary : K12,810-K14,660 (Level 8 & 9).
A 24% gratuity is payable on all salaries shown (One 1=approx Stg. 0.6331).
Initial contract period, three years. Other benefits include a gratuity equal at 24% ; appointment, repatriation and leave fares (staff member and family) ; settling-in and out allowances ; six weeks' paid leave per year ; education fares and assistance towards school fees ; free housing. Salary continuation and medical benefit schemes available.
For information and conditions of service write to (quoting post) : The Registrar, University of Technology, P.O. Box 793, Lae, Papua New Guinea. Applications close on 30th June, 1980.

UNIVERSITY OF SOUTHAMPTON
CONFERENCE OFFICER

Applications are invited from suitably qualified persons for the post of Conference Officer from October 1, 1980. Previous experience in the conference trade essential. Familiarity of conference administration in a University setting desirable. Salary Administrative Grade II (£6,427-£10,464 per annum, under review). For exceptionally well qualified applicants, appointment on Administrative Grade III (£10,162-£12,566 per annum, under review) will be considered. Initial salary dependent on qualifications and experience. Further particulars from Mr A. J. Smuts, Staffing Secretary, University of Southampton SO9 5NH, to whom applications (7 copies) from applicants residing in the UK, and 1 from others, should be sent not later than June 27, 1980, quoting ref : 88/183/765.

UNIVERSITY OF EAST ANGLIA
Norwich

Applications are invited for a
TEMPORARY LECTURESHIP IN AMERICAN HISTORY

in late nineteenth and twentieth-century American history, tenable in the School of English and American Studies. This will be a 12-month appointment commencing October, 1980. Salary will be within the range £4,932-£6,[illegible] per p.a. (under review), plus USS benefits.
Applications (one copy only) giving full particulars of age, qualifications and experience, together with the names and addresses of three persons to whom reference may be made, should be lodged with the Establishment Officer, University of East Anglia, Norwich, NR4 7TJ (telephone (0603) 56161, ext. 2126), from whom further particulars may be obtained, not later than 14th June. Pool Pro form, of application, are posted to nominees of those persons you are particularly requested to give only the names of those who can be immediately approached.

UNIVERSITY OF SIERRA LEONE
NJALA UNIVERSITY COLLEGE

Applications are invited for the posts of

(a) PROFESSOR
and
(b) SENIOR LECTURER IN THE DEPARTMENT OF AGRICULTURAL ECONOMICS AND EXTENSION

Applicants for post (a) must have a Ph.D. in Agricultural Economics or equivalent and at least seven years' experience in teaching and research, preferably in Agricultural Policy and/or Extension related activities. They should also have experience in African Agricultural Problems with respect to policy decision affecting project planning programming and budgeting. The appointee will be responsible for reorganizing and planning appropriate curricula for Agricultural Economics and Rural Extension majors. Applicants for post (b) must have a Ph.D. in Agricultural Economics and/or Rural Sociology and at least three years teaching and five years of research experience in research. They should have a strong background in Agricultural Extension and in population-related studies. Salary scales (under review) : (a) Le8,004-Le9,230 pa (b) Le6,246-Le7,601 pa (£1 sterling = Le2.50). The British Government may provide assistance in recruitment in range £11,532-£14,160 pa (sterling) for married appointees or £8,595-£11,226 pa (sterling) for single appointees (reduced annually thereafter) in tied and associated benefits. Superannuation scheme ; various allowances ; housing ; education fares ; family passages ; car loan. Detailed applications (two copies) with curriculum vitae and naming three referees to the Secretary, University of Sierra Leone, Fourah Bay College, Freetown, Sierra Leone, by 8 July, 1980.
Applicants resident in the UK should also send one copy to the Inter-University Council, 36/37 Tavistock Square, London WC1H 9PT. Further particulars may be obtained from either address.

UNIVERSITY OF SIERRA LEONE
NJALA UNIVERSITY COLLEGE

Applications are invited for the post of

(a) SENIOR LECTURER
or
(b) LECTURER IN APPLIED MATHEMATICS

in the Department of Mathematics. Applicants for (a) should preferably hold a Ph.D. in Mathematics with teaching experience of at least five years in an institution of higher learning or institution involved in training graduate secondary school teachers. They must be able to teach up to at least first degree standard in Applied Mathematics to Secondary School teachers. Applicants for (b) must be in possession of at least a good Honours or Master's degree and be able to teach Applied Mathematics to Secondary School teachers. Salary scales (under review) : (a) Le8,364-Le9,588 (£1 = Le2.50) (b) Le4,884-Le6,897 pa (£1 sterling = Le2.50). The British Government may provide assistance in recruitment in range £11,532-£14,160 pa (sterling) for married appointees or £8,595-£11,226 pa (sterling) for single appointees (reduced annually thereafter) in tied and associated benefits. Superannuation scheme ; various allowances ; family passages ; biennial increase ; car loan. Detailed applications (two copies) with curriculum vitae and naming three referees to the Secretary, University of Sierra Leone, Fourah Bay College, Freetown, Sierra Leone, by 8 July, 1980.
Applicants resident in the UK should also send one copy to the Inter-University Council, 36/37 Tavistock Square, London WC1H 9PT. Further particulars may be obtained from either address.

BELFAST
The Queen's University
LECTURESHIP IN LASER-PLASMA PHYSICS
Department of Pure and Applied Physics

Applications are invited for a Lectureship for the Department of Pure and Applied Physics, tenable from 1 October, 1980. The successful applicant will be required to teach at undergraduate and postgraduate level and to lead a well-established research group involved in studies of the interaction of high-power radiation with matter using the Department's neodymium-glass terawatt laser system.
The programme is supported by the Science Research Council and works collaboration with the Rutherford Laboratory Central Laser Facility. Previous experience and a high level of attainment in high-power laser physics, laser interaction with plasmas and/or laser computation of plasmas is essential.
Salary scale £5,052-£10,485 per annum with superannuation under USS or UNS. Initial placing will depend on age, qualifications and experience.
Further particulars may be obtained from the Personnel Officer, The Queen's University of Belfast, BT7 1NN, Northern Ireland. Closing date : 27 June, 1980. Please quote Ref. 80/[illegible]

BRISTOL
THE UNIVERSITY
CHAIR IN APPLIED MATHEMATICS

The University proposes to make an allocation to a Chair in Applied Mathematics which will become vacant on 1 October, 1980, on the retirement of Professor S. F. Ginzburg to the Chair of Theoretical Physics at Cambridge.
Salary within the professorial range (£9,[illegible]-£12,[illegible]) plus USS.
Further particulars outside Bristol the Registrar, University of Bristol, Bristol BS8 1TH, to whom applications (10 copies) should be sent by 30 June, 1980.

BIRMINGHAM
THE UNIVERSITY
ADMINISTRATIVE ASSISTANT—CONFERENCES

To assist the Administrator of Residences and Conferences with the promotion and management of the University's conference and vacation business.
Design administrative ability and the ability to work in a team essential. Experience in or knowledge of marketing, tourism, catering or exhibition work an advantage.
Salary in the scale £3,403 to £4,320 (under review).
Application forms and further particulars available from Senior Assistant Registrar, Staff Div. (Ref. 2), Birmingham B15 2TT, quoting reference 2/80 and closing date : June 9th.

BIRMINGHAM
THE UNIVERSITY
FACULTY OF COMMERCE AND SOCIAL SCIENCE
CHAIR AND HEADSHIP OF THE DEPARTMENT OF POLITICAL SCIENCE

Applications are invited for the Chair and Headship of the Department of Political Science which will become vacant from British Term 1980 on the retirement of Professor H. R. Penniman.
Salary in the professorial range, plus superannuation.
Further particulars outside Britain the Registrar, University of Birmingham, B15 2TT, to whom applications (10 copies) should be sent by 30 June, 1980.

BIRMINGHAM
THE UNIVERSITY
BIRMINGHAM HOSPITAL SATURDAY FUND
CHAIR OF OCCUPATIONAL HEALTH

Applications are invited for the Hospital Saturday Fund Chair, in Occupational Health, tenable from 1 October 1980. The new Professor will be expected to play a leading role in the development of a multi-disciplinary approach in Occupational Health.
Salary in the clinical professorial range with superannuation.
Further particulars obtainable from the Registrar, University of Birmingham, B15 2TT, to whom applications (10 copies) should be sent by 30 June, 1980.

EDINBURGH
THE UNIVERSITY
DEPARTMENT OF SOCIOLOGY
TEMPORARY LECTURESHIP

The Department is seeking to appoint a Lecturer, for the 1981 academic year, to be held on a temporary basis, to a suitably qualified to take charge of some of the teaching in the field of sociological research methods and theory.
Salary on the scale 9% lower to £10,485 per annum.
Applications (six copies) giving the names of three referees, should be lodged with the Secretary, Pool, with the Secretary to the University at Edinburgh, the College, South Bridge, Edinburgh EH8 9YL, from whom a statement of the qualifications of prospective candidates may be obtained (please quote Reference 1053).

HONG KONG
THE UNIVERSITY
LECTURESHIP IN EDUCATION

Applications are invited from suitably qualified and experienced people for a Lectureship in Curriculum Studies (Curriculum and Instruction) in the School of Education.
Annual salary (minimum-maximum) is : Hong Kong, $ by 365 by 8,718 to $10,230 for the holder of a Ph.D. ; $11,730 to $13,242 for the holder of a Master's degree.
Starting salary will depend on qualifications and experience.
At current rates, salaries tax will not exceed 15 per cent of gross income. Housing allowance (maximum) is 10 per cent of gross salary. Other allowances : family passages ; biennial increase ; car loan. Detailed applications (four copies) with curriculum vitae and naming three referees to the Secretary, University of Hong Kong, Pokfulam Road, Hong Kong.
The closing date for applications is 6th July, 1980.

EDINBURGH
HERIOT-WATT UNIVERSITY
DEPARTMENT OF COMPUTER SCIENCE
LECTURER

Applications are invited from suitably qualified graduates for a Lecturer in Computer Science, to start shortly thereafter.
Candidates should preferably have an interest in one of the following fields : MICROCOMPUTERS ; DATA BASE MANAGEMENT SYSTEMS or GRAPHICS.
Salary Scale £6,032-£10,484 p.a.
Application forms and qualifications, to the Secretary, Heriot-Watt University, Chambers Street, Edinburgh EH1 1HX, quoting Reference No. 18/80.

ESSEX
THE UNIVERSITY
RESEARCH OFFICER IN THE DEPARTMENT OF ELECTRICAL ENGINEERING SCIENCE

A RESEARCH OFFICER is required to work on projects which were on the fabrication and evaluation of optical surface Gallinole Ray filters. Applicants should be graduates in Physics, Chemistry or Electronics and should have experience in, or an knowledge of Vacuum Systems, the Spectroscopy of Solids, Thin Films. Salary on the Range 1B Scale (£4,932-£6,[illegible]).
Applications, including a curriculum vitae and the names and addresses of two referees quoting reference 2/80, to Mr Turner, Department of Electrical Engineering Science, University of Essex, Colchester (CO4 3SQ), by 20th June, 1980.

CARDIFF
UNIVERSITY COLLEGE
LECTURE (OR HIGHER) SHIP IN GEOGRAPHY

Applications are invited from suitably qualified people for a Lecturer (or Senior Lecturer) in Geography, which will become vacant on 1 October, 1980, or thereafter.
Salary will be on the scale £6,032-£10,484 per annum according to qualifications and experience.
Further particulars from the Registrar, University College, Cardiff, to whom applications (10 copies) should be sent by 30 June, 1980, quoting reference 1/80.

LEICESTER
THE UNIVERSITY
TEMPORARY LECTURESHIP IN ECONOMICS

Applications are invited for a temporary lecturer in Economics (one year) effective from October, 1980, with preference will be given to candidates who can teach Industrial Economics and Industrial Relations in other fields will also be considered.
Salary will be on the scale according to qualifications and experience.
Further particulars from the Registrar, University of Leicester, Leicester LE1 7RH, quoting reference 1/80.

Universities continued

HULL
THE UNIVERSITY
DEPARTMENT OF CLASSICS

Applications are invited for a TEMPORARY LECTURESHIP in GRADE 1 salary scale (£4,856 to £10,054 p.a.) tenable for nine months from October 1, 1980. The duties will be to assist in general teaching, especially in language for the degrees in Classics, Latin and Classical Studies. An interest in Ancient Geography or Ancient History would be an advantage.

Salary Scale: £5,002 to £10,591 per annum (under review).

Applications (six copies), giving details of age, qualifications and experience, together with the names of three referees, should be sent by June 27, 1980, to the Registrar, The University of Hull, Hull HU6 7RX, from whom further particulars may be obtained.

LONDON
THE UNIVERSITY
INSTITUTE OF EDUCATION
DEPARTMENT OF MATHEMATICS IN EDUCATION

Temporary half time LECTURER required for one year from 1 September, 1980. The main duties will be with the MSc course in MATHEMATICS EDUCATION. Applications invited from experienced teachers and education lecturers.

Salary pro rata of appointee point on Lecturer scale £6,002-£10,454 per annum plus £7,745 London Allowance.

Application forms and further particulars from Mrs. Joyce Wilson, Personnel Section, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL, quoting reference TL/M. Completed applications received not later than Friday, 20 June.

LONDON
THE UNIVERSITY
THE LONDON SCHOOL OF ECONOMICS
BURSARIES FOR MATURE STUDENTS

The London School of Economics welcomes mature students and offers many courses of interest to them for first degree, higher degrees and diplomas in a wide range of subjects in the social sciences, including Accounting, Anthropology, Geography, Economics, Industrial Relations, Law, Philosophy, Management Sciences, Social Psychology, Social Science Statistics, Social Work, Sociology, Statistics and Mathematics.

From 1st October, 1980, the school will offer up to five bursaries for nine or more months, to a man or woman who wishes to return to study after a period of work (including housework) and who, for whom the fees payable would present a problem.

For further information write to the Admissions Registrar (Undergraduate), London School of Economics and Political Science, Houghton Street, London WC2A 2AE.

LONDON, S.W.7
ROYAL COLLEGE OF ART
CHAIR OF FILM AND TELEVISION

Applications are invited for appointment as PROFESSOR and HEAD of the FILM SCHOOL and TELEVISION at the Royal College of Art, to take office from September 1980 or as soon thereafter as possible.

The salary will be payable within the university professorial range, together with a London Allowance.

Details of the post and forms of application can be obtained from The Registrar (Staff), Royal College of Art, Kensington Gore, London SW7 2EU. The closing date is June 25, 1980.

MIDDLESEX
BRUNEL UNIVERSITY
MATHEMATICS DEPARTMENT
TEMPORARY LECTURESHIP IN MATHEMATICS

The Mathematics Department has a vacancy for a temporary lecturer for the academic year October, 1980 to 30 September 1981 to teach Mathematics to students of the Mathematics Department, possibly other departments. The vacancy is made possible because of the secondment to an established lecturer to special duties outside the department.

The salary will be within the first three points of the lecturer scale (£6,002 to £10,454 plus £740 London Allowance).

Write for application form and further details to the Establishment Secretary, Brunel University, Kingston Lane, Uxbridge, Middlesex UB8 3PH, or telephone Uxbridge 37188, ext. 49. Closing date 30 June, 1980.

NEW ZEALAND
UNIVERSITY OF OTAGO
Dunedin
CHAIR OF PHYSIOLOGY

The University Council invites applications for a newly established chair of PHYSIOLOGY. Applicants should have a distinguished research record and good administrative ability. The successful applicant will be considered for an appointment at the Senior Lecturer and Associate Professor level, depending on age, experience and qualifications. Preferred salaries, which are currently negotiable, are in the range of NZ$20,305 to NZ$24,000 per annum.

Further particulars are available from the Secretary, Medical Association of New Zealand, Wellington, New Zealand (telephone 723-128), or the Secretary, Medical Council, Wellington, New Zealand (telephone 723-128), or the University Registrar, University of Otago, Dunedin, New Zealand (telex 4190).

LONDON
THE UNIVERSITY
QUEEN MARY COLLEGE
ECONOMICS DEPARTMENT

Applications are invited for a GRADUATE RESEARCH ASSISTANTSHIP. Candidates should have a first or Master's degree in Economics and preference will be given to those with computing experience. Appointment from 1 October for 1 year with possibility of extension for second year.

Initial salary in the range £4,882 to £6,002 p.a. (under review), plus London Allowance.

Please apply by letter, enclosing curriculum vitae and names of 2 referees, to The Secretary, (TH/EA), Queen Mary College, Mile End Road, London E1 4NS not later than 27th June.

MANCHESTER
THE UNIVERSITY
LECTURER IN HISTORY OF MEDICINE

Applications are invited from post-doctoral candidates with research experience in some branch of biohistory for this post, tenable from October 1st, 1980 or thereafter. The successful applicant will be expected to set up a research group at St. Mary's Hospital and teach in the Department of Medical Biochemistry.

Salary range p.a. £5,002 to £10,591. Superannuation.

Particulars and application forms (returnable by July 14th) from the Registrar, The University of Manchester, M13 9PL. Quote Ref. 147/80/TH(S).

NOTTINGHAM
THE UNIVERSITY
LECTURER IN THE SCHOOL OF EDUCATION

Applications are invited for this appointment in which the successful candidate will be required to teach undergraduate courses in the Secondary Education Diploma, Unit Applicants should have relevant experience as well as appropriate qualifications.

The salary will be within the range £5,002-£10,454, although the appointment will be made initially within the range £5,002-£7,745 per annum.

Further particulars and forms of application, obtainable on Large Stamped Addressed Envelope, quoting ref. 1/80/TH, from the Staff Appointments Officer, University of Nottingham, University Park, Nottingham NG7 2RD (tel. No. 715).

UNIVERSITY OF OTAGO
Dunedin
NEW ZEALAND
EXECUTANT LECTURER OF SENIOR LECTURER IN MUSIC ('CELLO)

Applications are invited for a position in Executant Lecturer in 'Cello. Applicants should be performers of a professional standard and able to undertake teaching, to give recitals and in addition, a full part in the activities of the Department of Music. The appointee is for an initial period of three years from the end of 1980 or the beginning of 1981.

Salary Scales: Lecturer NZ$10,591 to NZ$18,615 per annum. Senior Lecturer NZ$18,149 to NZ$19,615 per annum. Senior Lecturer NZ$21,083 to NZ$23,777 per annum with a bar at NZ$21,867 per annum.

Further particulars are available from the Association of Commonwealth Universities (Appointments), 36 Gordon Square, London WC1H 0PF, or from the Registrar, P.O. Box 56, Dunedin, New Zealand.

Applications close on 15th July, 1980.

OXFORD
JESUS COLLEGE
TEMPORARY LECTURESHIP IN HUMAN GEOGRAPHY

The College proposes to elect a temporary Lecturer in Human Geography for one year from 1 October, 1980. The post is open to men and women.

Further particulars may be obtained from the Principal, Jesus College, Oxford OX1 3DW, to whom applications should be sent by Monday, 30 June, 1980.

OXFORD
THE UNIVERSITY
WELLCOME UNIT FOR THE HISTORY OF MEDICINE
RESEARCH ASSISTANT

Applications are invited for this post, with effect from 1st October 1980. The appointment will be for a fixed term, the possibility of renewal for a further year. Postgraduates completing thesis in an appropriate subject are eligible. Candidates should have a proven interest in the history of medicine. The successful applicant is expected to assist with research, bibliography, teaching and also engage in independent research.

Salary according to age and qualifications on the scale £4,406-£7,110 (under review).

Applications, including details of research interests, full curriculum vitae, the names and addresses of three referees should reach the Director, Dr. Ian Dick, 79 Banbury Road, Oxford OX2 6JR, not later than 30th June 1980.

SHEFFIELD
THE UNIVERSITY
DEPARTMENT OF OEOGRAPHY

Applications are invited for a TEMPORARY LECTURESHIP GRADE 1 (salary scale from £4,856 to £10,054) for one year, with effect from 1st October, 1980. The duties will include teaching undergraduate courses in Resources management, development studies and aspects of regional analysis.

Salary Scale A54, £6,497 to £7,745 per annum including London Allowance.

Application forms and further details from the Staffing Officer, The Polytechnic, P.O. Box 68, Sheffield S1 1WB, or telephone Sheffield 720911, extension 2130 (quoting ref. 2/80). Closing date for receipt of applications: June, 1980.

READING
THE UNIVERSITY
LECTURESHIP IN JOURNALISM AND GRAPHIC COMMUNICATION

Applications are invited for the above post. Candidates should have a good understanding of the practice of journalism and some experience of working in publishing. He or she will be required to develop courses in the theory of the subject, particularly in relation to systems designing.

Salary will be within the first seven points of the Lecturer salary scale (£5,002-£7,077 per annum).

Further particulars may be obtained from the Registrar (Room 314, Whiteknights House, The University, Whiteknights, Reading RG6 2AH), by whom applications should be received not later than 21 June, 1980.

SHEFFIELD
THE UNIVERSITY
LECTURESHIP IN ACCOUNTING and FINANCIAL MANAGEMENT

Applications are invited from men and women for the above post, tenable from 1 October 1980. Applicants should possess, or be expected to obtain by 1980, a degree relevant to teaching and research in Accounting and Financial Management, such as in Accounting, Financial Management, Economics, Business Studies, Behavioural Science, etc., and have a strong interest in making a significant academic contribution to research in this field and in related areas. Initial salary in range £6,002-£8,052 a year on scale relative to CUA. Ref. a year.

Particulars from the Registrar and Secretary, The University, Sheffield S10 2TN to whom applications should be sent by 27 June. Quote ref. 31/80 TH.

SOUTHAMPTON
THE UNIVERSITY
LANGUAGE CENTRE

EFL TUTORIAL Department and a well-qualified native speaker, required to teach ENGLISH to academic staff (seven an intensive course, August to September, 27, 1980; 21 hours teaching a week. Job share.

Applications, with full qualifications, to Mr. T. Hill, Language Centre, University of Southampton, Southampton SO9 5NH.

SUSSEX
THE UNIVERSITY
TEMPORARY LECTURER IN AMERICAN STUDIES

In the School of English and American Studies from October 1, 1980, for one year. The person appointed will teach courses in United States history and politics, preferably in the period since 1860. One of the courses combines history with literature, in the period 1870-1913.

Salary within the range £5,002 to £6,756 per annum on the Lecturer scale (rising to £10,591 per annum under review) plus contribution to the Universities Superannuation Scheme.

Further particulars and application forms, returnable by June 25, 1980, obtainable from the Establishment Section, Office of Arts and Social Studies, University of Sussex, Brighton BN1 9QN (Brighton 606755, ext. 1009. Mrs Blaney), quoting reference 486/S.

STIRLING
THE UNIVERSITY
INSTITUTE OF AQUACULTURE
LECTURER IN AQUACULTURE ENGINEERING

Applications are invited for the above post from suitably qualified candidates with post doctoral experience in fisheries and tropical marine and freshwater aquaculture engineering. The successful candidate will be expected to teach major courses in the subject at postgraduate level and to take responsibility for development of the aquaculture engineering research programme of the Institute.

Salary will be on the Lecturer Scale, £6,002 to £10,454 (subject to review).

Applications should be sent to the University Secretary, University of Stirling, Stirling FK9 4LA. Telephone: 3171, ext. 2314. Closing date: June 16.

Polytechnics

HERTFORDSHIRE
THE HATFIELD POLYTECHNIC
Beyforsbury, Hertford, Herts.
NATIONAL REPROGRAPHIC CENTRE FOR DOCUMENTATION
RESEARCH ASSISTANT
WORD PROCESSING PROJECT

N.R.C.D.—Britain's information centre for reprographics—is seeking a research assistant to undertake literature studies on the use of word processing in various information dissemination and retrieval systems. The post is grant aided by the British Library Research and Development Department for a two year period.

Applicants should be graduates with appropriate qualifications or interest in information science, with or without experience in word processing.

Salary Scale A54, £6,497 to £7,745 per annum including London Allowance.

Application forms and further details from the Staffing Officer, The Hatfield Polytechnic, P.O. Box 109, Hatfield AL10 9AB (Tel. 0707-62851, ext. 2130), quoting ref. 2/80. Closing date for receipt of applications: June, 1980.

ULSTER POLYTECHNIC

Faculty of Business and Management

LECTURER II/SENIOR LECTURER IN ORGANIZATION STUDIES (2 posts)

LECTURER II/SENIOR LECTURER IN MARKETING

LECTURER II ECONOMICS (one-year appointment)

LECTURER II OR SENIOR LECTURER IN FINANCIAL ACCOUNTING/FINANCIAL MANAGEMENT OR MANAGEMENT ACCOUNTING

LECTURER II OR SENIOR LECTURER IN LAW

Faculty of Social and Health Sciences

PRINCIPAL LECTURER SOCIAL POLICY

Applications are invited from suitably qualified and experienced persons for the newly created post of Principal Lecturer in Social Policy.

The person appointed will be Head of the Division of Social Policy in the School of Sociology and Social Policy and will be responsible for leading the Division in teaching, research and curriculum development.

Applicants should hold good academic qualifications in Social Administration, Social Policy or related Social Science. Research experience, publications, higher degree and teaching experience in higher education would be added advantages.

LECTURER II IN SOCIOLOGY/SOCIAL POLICY (4 posts)

Applications are invited from suitably qualified persons for four lecturing posts within the School of Sociology and Social Policy. Three of the posts are full-time (temporary) for a period of one academic year; one post is full-time (permanent). Persons appointed will be expected in contribute to the teaching and research of the School in either Sociology or Social Policy/Social Administration.

Candidates should have a special interest in one or more of the following areas:

1. Sociology of Industrial Society.
2. Sociology of UK and Ireland.
3. Deviance and Society.
4. The Personal Social Services.
5. British Social Policy, in the context of Social or Economic History.
6. Methods of Social Investigation.

LECTURER II IN PHYSIOTHERAPY

Applications are invited for the post of Lecturer II in Physiotherapy. Applicants must be fully qualified, state-registered physiotherapists. They must show evidence of post-qualification personal development through, for example, a degree teaching qualification or publications. The person appointed will be able to contribute to the development of the first Honours Degree in Physiotherapy in the United Kingdom.

TEMPORARY LECTURER II IN OCCUPATIONAL THERAPY

Applications are invited for a temporary post in Occupational Therapy for one academic year from September, 1980-August, 1981. The post is to replace a member of the Occupational Therapy Staff who is on leave of absence to complete a higher degree. The successful applicant will be expected to teach on the Occupational Therapy Diploma Course and contribute towards the planning of the new Degree in Occupational Therapy.

Applicants must be qualified occupational therapists with wide clinical experience. Experience of student supervision and the holding of a teaching qualification would be additional advantages. Preference will be given to those who can show evidence of post-diploma study.

Faculty of Technology

LECTURER II/SENIOR LECTURER BUILDING TECHNOLOGY

Applications are invited from academically or professionally qualified persons to teach Building Technology on courses to degree level in the School of Building.

Professional, industrial or research experience is desirable. Facilities for the acquisition of teaching skills are provided for the successful applicants without recent teaching experience.

Facilities are available for research leading to further qualifications.

The Polytechnic is a direct grant institution with an independent Board of Governors. It opened in 1971 and has a student population of some 7,500. It has extensive new purpose-built accommodation, including 830 residential places on the 114-acre campus overlooking the sea at Jordanstown, a pleasant and quiet residential area. There is a scheme of assistance with removal.

Salary Scales:

Principal Lecturer £9,138-£11,568 (under review)
Senior Lecturer £7,785- £9,822 "
Lecturer II £5,229- £8,436 "

Further particulars and application forms, which must be returned by June 23, may be obtained by telephoning Whiteabbey (0231) 65131, Ext. 2243, or by writing to:

The Establishment Officer, Ulster Polytechnic, Shore Road, Newtownabbey, Co Antrim BT37 0QB.

PLYMOUTH POLYTECHNIC
COMPUTER CENTRE
PRINCIPAL LECTURER OR SENIOR LECTURER
PROGRAMMING PROJECTS LEADER

The Computer Centre has fully delivered recently of a Prime dual 550 system and is now seeking additional staff to develop Programming and Projects teams. The Projects team will supervise overall management of programming teams concerned with provision of programming service to students and staff of the services, and to take a lead in part in the development of the services. Opportunity will also be provided to initiate and develop research interests. Proven professional skills in computing at a senior level together with sound academic qualifications are essential. Appointment as Principal Lecturer or Senior Lecturer is dependent on the successful candidate's experience, qualifications and abilities.

SENIOR LECTURER OR LECTURER II
USER SERVICE GROUP LEADER

The User Service Group Leader will be responsible for the programming team producing and maintaining computerised systems for the Centre and information relating to computing services and support provided by the Centre.

Proven experience in programming is required. Experience in User Service work, work at a further advantage. Applicants at Senior Lecturer or Lecturer II level should state in their applications and abilities.

Salary range: Principal Lecturer £9,138-£11,568; Senior Lecturer £7,785-£9,822; Lecturer II £5,229-£8,436.

Application forms for the above posts to be returned by Friday 27th June, 1980, can be obtained from the Personnel Office, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA.

MANCHESTER POLYTECHNIC
Department of Biological Sciences

Required for September 1, 1980, for one year:—

T/543 Temporary (full-time) Lectureship in Microbiology

Graduate in Microbiology or a related subject. Preference may be given to applicants with postgraduate qualifications and/or experience in microbial ecology or industrial microbiology.

T/544 Temporary (full-time) Lectureship in Biochemistry

Graduates in Biochemistry or a related biological subject. Preference may be given to applicants with postgraduate qualifications and teaching experience.

Salary scale: £4,851 to £7,794.

For further particulars and application form (returnable by June 20, 1980) please send a self-addressed envelope marked with the appropriate reference number, to the Secretary, Manchester Polytechnic, All Saints, Manchester M15 6BH.

MIDDLESEX
THE POLYTECHNIC
LECTURER II/SENIOR LECTURER IN FOOD, HOTEL AND BEVERAGE MANAGEMENT

£11,252 to £7,197 (under review) PL/ 26 8/79 (Ref. 1/80)

Applicants should have a specialist qualification in hotel and catering practice, membership of a professional institute and a practical background in the hotel and catering industry. Preference will be given to those applicants who can contribute to the teaching of other courses in the School of Management in addition to their own specialist area.

For appointment at Senior Lecturer level a good academic qualification and degree teaching experience will be expected, together with considerable relevant industrial experience.

This vacancy is subject to the approval of the Polytechnic Council.

Please write quoting ref. above, for further particulars and an application form, to Personnel Office, Middlesex Polytechnic, Bounds Green Road, London N11 2QQ. Closing date 1 July, 1980.

Polytechnics continued

LIVERPOOL POLYTECHNIC
Department of Biology

LECTURER II/ SENIOR LECTURER (Microbiology)

£4,806 to £8,871 per annum

Applicants should possess first and higher degrees in appropriate biological subjects. The successful candidate will be expected to teach to Honours degree level and to supervise research students. Special consideration will be given to candidates with interests in industrial microbiology.

PLEASE QUOTE REFERENCE LP/433

Department of Sport and Recreation Studies

LECTURER II/ SENIOR LECTURER in Sport Science

(Life Science Specialist)

£4,806 to £8,871 per annum

A person is required for September 1, 1980, or as soon as possible thereafter, to take over the responsibilities of a Senior Lecturer or Lecturer II in Life Science on the SSc (Honours) Sport Science course. The successful applicant will be expected to have a PhD in a relevant field, a first degree in a (human) life science or physical education, and considerable experience of teaching and research in exercise physiology. An interest in sport, and a teaching qualification, will be additionally advantageous.

PLEASE QUOTE REFERENCE LP/432

Closing date is 14 days from the appearance of this advertisement.

Application forms and further particulars from the Personnel Office, Liverpool Polytechnic, 2 Rodney Street, Liverpool L1 2UA. Telephone: 051-708 6620, extension 43.

Faculty of Social and Health Sciences

DIRECTOR OF STUDIES AND HEAD OF SCHOOL OF COMMUNICATION STUDIES

Salary Scale: £11,804 to £13,479 (under review)

A well-qualified person is required to lead the School of Communication Studies which comprises specialist staff in Linguistics, Social Skill training and Speech Therapy. The work of the School focuses on normal and abnormal human communication and techniques to improve communicative competence. Courses of the School include BSc Speech Therapy, BSc Human Communication and Social Skill Training elements in a wide range of degrees and diplomas. The School has a strong record of research and publication in the areas of Sociolinguistics, Child Language and Social Skills.

Responsibilities will include leadership of courses and elements of courses in Human Communication, Linguistics, Speech Therapy and Social Skill Training and the promotion of research and consultancy. The successful applicant will be eligible to be considered for a Professorship.

The Polytechnic is a direct grant institution with an independent Board of Governors. It opened in 1971 and has a student population of some 7,500. It has extensive new purpose-built accommodation, including 830 residential places on the 114-acre campus overlooking the sea at Jordanstown, a pleasant and quiet residential area. There is a scheme of assistance with removal.

Further particulars and application forms (which must be returned by June 23) may be obtained by telephoning Whiteabbey (0231) 65131, extension 2243, or by writing to:

The Establishment Officer, Ulster Polytechnic, Shore Road, Newtownabbey, Co. Antrim, BT37 0QB.

Ulster Polytechnic

PORTSMOUTH POLYTECHNIC
SCHOOL OF LANGUAGES AND AREA STUDIES

Lecturer in Soviet Politics and Society and Russian Sport

In addition to these subjects on ability to teach Russian and European Social Thought, and French Language would be an advantage.

Salary Scale Lecturer II/Senior Lecturer £4,806- £7,092 (Inclusive Bar) to £8,871 per annum.

Application forms and further particulars from the Staff Office, Portsmouth Polytechnic, Alexandra House, Museum Road, Portsmouth PO1 2QQ to whom completed applications should be returned by Friday, June 20, 1980. Please quote reference ESS.

TEESSIDE
THE POLYTECHNIC
DEPARTMENT OF CHEMICAL ENGINEERING
LECTURER II, SENIOR LECTURER IN CHEMICAL ENGINEERING

Applications are invited to join a vigorously expanding group of lecturers working in the new developing discipline of biochemical technology. Interests may include microbiology, biochemistry, microprocessor control, data base management, information retrieval, chemical engineering, chemical reactors and materials. Different aspects of this new environmental discipline will be available to develop on-line dynamic control of plant. Applications from women graduates would be particularly welcomed.

Salary scale (w.e.f. 1.1.80) Under review: Lecturer II, £4,806-£7,092 (with Bar); Senior Lecturer, £7,092-£8,871 (with Bar).

Application forms, which are returnable within 14 days of the appearance of this advertisement, are obtainable from Personnel Section, Teesside Polytechnic, Borough Road, Middlesbrough, Cleveland TS1 3BA.

OXFORD
THE POLYTECHNIC
DEPARTMENT OF MATHEMATICS, STATISTICS AND COMPUTING
TEMPORARY LECTURER IN MATHEMATICS

Required for six term only from September, 1980. The successful candidate will be particularly involved in the teaching of mathematics to first year students on the Modular Course.

Salary according to qualifications and experience, will be in the range £4,806-£7,092 per annum (under review).

Further particulars and application forms may be obtained from the Acting Head of Department of Mathematics, Statistics and Computing, Oxford Polytechnic, Oxford OX3 0BP.

WOLVERHAMPTON
THE POLYTECHNIC

The Computer Centre is being extended as a separate section following the proposed installation of a dual PRIME 600 computer system.

SYSTEMS AND OPERATIONS MANAGER

To be responsible for the systems programming and operations group.

Salary: £6,097-£6,090 (under review).

Further details and application forms from: Personnel Officer, The Polytechnic, Wolverhampton WV1 1LY (24 hour Answerphone: 27371 (24 hour Answerphone).

SUNDERLAND
THE POLYTECHNIC
FACULTY OF ENGINEERING
DEPARTMENT OF MINING
CHAIRS

Salary Scale: H.C. A.D.3 £8,581-£9,130 (under review)

The successful candidate would normally be expected to have graduated in a course in which Geology forms a substantial experimental component. The appointee will work in close collaboration with both technical and academic staff.

An application form and further particulars may be obtained from the Personnel Officer, Sunderland Polytechnic, Chester Street, Lagoman Park, Sunderland SR2 7BW. Closing date 20th June, 1980.

The Polytechnic of Wales
POLITECHNIG CYMRU
DEPARTMENT OF PUBLIC ADMINISTRATION AND LAW

From September 1, 1980, or as soon as possible thereafter

LECTURER, GRADE II/ SENIOR LECTURER

to teach Government Economics to Degree and Diploma students. Applicants must possess a good Honours Degree and an active research interest.

Salary £5,229-£8,692 p.a. inclusive (from September 1, 1980 (under review).

Further particulars and application forms may be obtained from: The Assistant Director (Staffing), The Polytechnic of Wales, Pontypridd, Mid-Glamorgan CF37 1DL. Tel. 0443 408188, ext. 2021.

Closing date: June 30, 1980.

BRISTOL
THE POLYTECHNIC
DEPARTMENT OF SCIENCE
PRINCIPAL LECTURER IN NURSING

Ref. No. L42 48

Applications are invited for the post of Principal Lecturer in the proposed B.Sc. (Hons.) Nursing Course.

Applicants should be nurse graduates who have been actively involved in the course planning and in the teaching of nursing theory.

Salary Scale £8,286-£9,168-£10,502 per annum.

For further details and an application form (quote ref. number) by 30th June, 1980, please contact Personnel Officer, Bristol Polytechnic, Coldharbour Lane, Frenchay, Bristol BS16 1QY.

Please quote Reference Number L42/48 in all communications.

LONDON
TEMPORARY LECTURER II
POLITICS AND GOVERNMENT
THE CITY OF LONDON POLYTECHNIC

invites applications for a temporary post in Politics and Government for the Spring Term, 1981 (Jan. to March), which is tenable for one year from 1 September, 1980. The teaching will be in Politics and Government and is located at Old Castle Street, London, E.1.

Applicants should have research and teaching experience in the fields of Public Administration and Local Government and should indicate on application forms other areas in which they are able to teach.

Salary Scale £6,615 to £8,978 (inc. L.W. £600).

Write for application form and further particulars (quoting ref. 80/30) to: Staff Records Officer, City of London Polytechnic, 117-119 Houndsditch, London EC3A 7BU.

Adult Education

COLEG HARLECH
Residential College for Adult Education

WARDEN

Applications are invited for the post of WARDEN of this long-term residential college for mature students, tenable from October 1, 1981. The College has at present about 140 full-time students, most of whom take the two-year course for the Diploma in General Studies of the University of Wales. It also runs summer schools and short courses. It has a fine library and well-equipped theatre.

The Warden, as its principal, is responsible for maintaining the academic standing of the College, in close consultation with the College Council. The College has an excellent record of staff and student morale, and is expected to take initiatives in response to this challenge.

The current salary is £13,610 p.a. plus an accident rate, a house and other emoluments. Further details obtainable from the Bursar, Coleg Harlech, Harlech, Gwynedd LL46 2PU (0766 780681). Closing date July 14, 1980.

Fellowships and Studentships

UNIVERSITY OF SOUTHAMPTON
RESEARCH IN APPLIED ELECTROSTATICS

The following SRC/CASE studentships are available for commencement 1st October, 1980.

1. ELECTROPAINTING
Co-operating body—International Paint Co.
This is a widely used industrial process; the programme will include a study of the fundamentals of the process, in which interest will be between electrostatics and electrochemistry. Analysis of results is likely to include computer programming.

2. ELECTROSTATIC AEROSOL CHARGING
Co-operating body—British Aerosol Manufacturers Association
The filling of certain pressure-packed aerosol containers can cause dangerously high levels of static charging. Programme will include detailed study of charging during atomization and identification of static-free container.

3. WEB CHARGING IN NIP ROLLERS
Co-operating body—Imperial Chemical Industries
High-velocity handling of insulating webs frequently results in high levels of charge separation. The charging at nip rollers is of special interest to manufacturers and users of web handling systems. Programme will include both theoretical and practical approach.

4. DRY COPIER SYSTEMS
Co-operating body—Gestetner Ltd.
New types of dry powder electrophotographic copying systems are currently under development. Programme will include both theoretical and practical approach to powder charging and manipulation in electric fields.

Grant supplement available in most cases.

For further information on Project 1 contact Professor W. D. Allen, Projects 2, 3 and 4 contact Dr. J. F. Hughes, Dept. of Electrical Engineering, University of Southampton, Southampton. Tel.: 0703 559122, Ex. 398.

Please quote reference THES.

PAISLEY COLLEGE
S.S.R.C. RESEARCH STUDENTSHIP IN ECONOMICS AND MANAGEMENT

Applications are invited for one SSRC-Financed RESEARCH STUDENTSHIP in the Department of Economics and Management, tenable for two years (with possibility of extension) from October, 1980.

Applicants must have (or expect to obtain) at least an upper-second-class honours degree in a relevant subject, and will be expected to register for a CNAA research degree.

Departmental research interests are in the following areas:

The Labour Market; Industrial Relations and Technological Innovation; the Economics of Sport; Energy; Multinationals; Regional Problems; Economic Development; Marketing.

For application forms and further information please contact: Department of Economics and Management, Paisley College of Technology, High Street, Paisley PA1 2BE (informal enquiries to Professor P. J. Sloane. Tel. 041-887 1241, ext. 301).

University of Surrey
Department of Chemistry

CASE STUDENTSHIPS

Applications are invited for two CASE studentships tenable for up to three years, leading to a higher degree of the University. Applicants must hold or be expected to gain a first or upper second-class degree or equivalent qualification and satisfy the other SRC requirements of British nationality and residence. The awards are available for research on the following topics:

Investigations of iron nitrosyls in relation to the stability of cured meat colour (with Leatherhead Food Research Association), supervised by Dr. L. F. Lockwoothy.

180 head-space analysis in study vapour-liquid equilibria (with British Petroleum), supervised by Drs. M. H. Abraham and R. Koenigsberger.

Applications in the form of curriculum vitae for the above awards, with the names and addresses of two referees, should be sent to Professor J. A. Elvidge, Department of Chemistry, University of Surrey, Guildford GU2 5XH, by 27 June 1980. There is also the possibility of further awards being available within the Department, shortly, and further information of these can be obtained by ringing Professor J. A. Elvidge on Guildford 71261, extension 558.

Classified Advertisements

To advertise in *The THES* phone Lorraine Williams on 01-837 1234, Extn 575

The Times Higher Education Supplement

New Printing House Square, Gray's Inn Road, P.O. Box 7, London WC1X 8EZ

Fellowships and Studentships continued

PLYMOUTH POLYTECHNIC

Faculty of Science
Department of Environmental Sciences
SRC RESEARCH STUDENTSHIP
INPUT-OUTPUT MODELLING OF A LAKE ECOSYSTEM (LOE POOL, NEAR HELSTON, CORNWALL)

The Science Research Council is prepared this year to offer, to a suitable candidate, a research studentship tenable at the Department of Environmental Sciences, Plymouth Polytechnic, for research into the above topic.

Applications are therefore invited from graduates in Biology, Chemistry, Environmental Science or any other discipline relevant to a topic involving computer modelling of ecosystems. Final year students expecting to graduate with a good degree this year will also be considered.

Applicants should have a strong grounding in computing and a knowledge of the principles of ecological modelling. The successful candidate will be expected to register with the C.N.A.A. for a higher degree.

Application forms to be returned by Friday 13th June, 1980, can be obtained with further particulars from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA.

Southampton THE UNIVERSITY

Institute of Cryogenics
CASE Studentships

SRC research studentships with substantial supplementation by the collaborating industry are available for the following projects.

(1) Development of superconducting magnetic separation for application to removing pollutants and cleaning radioactive waste.

(2) Study of thermodynamics and heat transfer of helium refrigerant in the high speed rotating frames of flip-spheds in excess of 100 metres, towards the construction of a superconducting AC generator.

Applicants should have a good degree in Science or Engineering. Further details from Dr R. G. Scurlock, Director.

GLASGOW THE UNIVERSITY
BIOMEDICAL STUDIES

Applications are invited from good honours graduates of these universities, to graduate in 1980, for a Ph.D. Research Studentship tenable from October, 1980. The successful candidate will be registered for the degree of M.Litt. or M.Phil. and will be able to develop his own research work subject to the availability of supervisors in the Faculties of Law and Social Sciences.

Further details from The Administrative Assistant, Faculty of Social Studies, Adam Smith Building, University of Glasgow, Glasgow G12 8RT. In your please quote Ref. No. 3677.

Colleges and Institutes of Technology

RGIT

ROBERT GORDON'S INSTITUTE OF TECHNOLOGY, ABERDEEN
SCHOOL OF HOME ECONOMICS

LECTURERS

full-time or half-time for BSc Home Economics, in areas of Consumer Studies, Food Studies and Textile Studies. (The ability to contribute to more than one area would be an advantage.)

Graduates in Home Economics preferred, but others able to develop new areas of teaching and research in this emergent discipline are encouraged to apply.

Salary range £4,754-£8,020 per annum (under review).

Assistance with removal expenses.

SCHOOL OF SOCIAL STUDIES

LECTURER

to contribute to the Social Work option of BA (CNAA) course and two-year non-graduate CQSW course.

Professional qualification in Social Work and practice experience and experience of student supervision required.

Experience in Social Work administration an advantage.

Salary range £4,754-£8,020 per annum (under review).

Assistance with removal expenses.

Forms and details from Secretary, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen AB9 1FR. (0224 574611).

DUNDEE COLLEGE OF TECHNOLOGY
DEPARTMENT OF ACCOUNTANCY AND ECONOMICS ECONOMICS

SENIOR LECTURESHIP (A) IN ACCOUNTANCY

Applications are invited from graduates and/or professionally qualified persons with lecturing, industrial, commercial, or other relevant experience.

SENIOR LECTURESHIP (A) IN ECONOMICS

Applicants should be honours graduates and have academic, research and other relevant experience.

The awardee appointed will be required to develop academic leadership in the designated discipline.

Salary Scale: Senior Lectureship (A) (under review)—£8,385-£9,330 (from £10,594 with initial placing depending upon approved previous qualifications). Financial assistance towards the cost of removal expenses may be payable.

Further particulars and application forms obtainable from the Personnel Officer, Dundee College of Technology, Bell St., Dundee DD1 1HG, with whom applications should be lodged not later than 23 June, 1980.

RGIT

ROBERT GORDON'S INSTITUTE OF TECHNOLOGY, ABERDEEN
SCHOOL OF MATHEMATICS

LECTURERS

Full-time and one temporary, full-time. Honours graduates required with suitable industrial experience.

Salary range £4,754 to £9,020 per annum (under review).

Assistant with removal expenses.

SCHOOL OF BUSINESS MANAGEMENT STUDIES

LECTURER—Business Studies—Economics

Honours degree in Economics, Academic/industrial/commercial experience desirable. Duties: Participate in operation and development of degree, postgraduate/post-experience courses. Preference given to applicants with special expertise in one or more of Econometrics, Managerial Economics, Financial Economics.

Salary range £4,754 to £8,020 per annum (under review).

Assistance with removal expenses.

Forms and details from Secretary, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen AB9 1FR (0224 574611).

BOLTON INSTITUTE OF TECHNOLOGY
ELECTRICAL ENGINEERING DEPARTMENT

LECTURER I/
LECTURER II/
SENIOR LECTURER APPOINTMENTS

and

TEMPORARY (one year)
SENIOR LECTURER

Several vacancies have arisen in the Department. The Department has five full-time courses in Electronic Engineering including a CNAA Degree and a CNAA Honours Degree. It has also part-time courses organized on a Regional basis in Electrical Engineering, Electronic Engineering, Industrial Measurement and Control. Extensive short courses are organized for local industry which include an extensive programme of Microprocessor Awareness Projects supported by the Department of Industry. Research and consultancy by members of staff are encouraged.

Appointments may be made in the following subject areas:

Communications
Control Systems
Micro Electronics applied to Power Systems.

The grading of posts will depend on applicants' qualifications and experience.

Salaries (under review):

Lecturer I:	£4,071-£7,005
Lecturer II:	£5,229-£8,436
Senior Lecturer:	£7,765-£9,822

A temporary (one-year) appointment is also available at Senior Lecturer level in Electrical/Electronic Science. Applicants must have graduate qualifications and recent industrial or other relevant experience.

Application forms and further particulars are available from the Principal, Bolton Institute of Technology, Deane Road, Bolton BL3 5AB, to whom completed forms should be returned by June 20, 1980.

BOLTON INSTITUTE OF TECHNOLOGY
DEPARTMENT OF CIVIL ENGINEERING

Applications are invited for the post of:

LECTURER IN QUANTITY SURVEYING

Applicants must hold professional qualifications (AIQS or ARICS) and have relevant practical experience. The person appointed will teach Quantity Surveying and Allied Subjects to students on Higher National Diploma and Higher Certificate Courses in Building.

The grade and point of entry to the scale will depend on qualifications and experience.

Potential applicants may telephone the Head of Department, Mr B. Vickers, for an informal discussion (Bolton 28961, extension 209).

Salary Scales:—

Lecturer 1	£3,777 to £6,498 under review
Lecturer 2	£4,851 to £7,794 under review
Senior Lecturer	£7,191 to £9,039 under review

Application forms and further details are obtainable from the Principal, Bolton Institute of Technology, Deane Road, Bolton BL3 5AB, to whom completed applications should be returned by Friday, June 20, 1980.

Colleges and Institutes of Higher Education

Roehampton Institute
of Higher Education
A federation of Digby Stuart, Froebel, Southlands and Whitelands Colleges

Degree courses offered by the Roehampton Institute are in combined studies leading, at present, to B.A., B.Ed., B.H. or B.Sc. degrees of the University of London.

LECTURERS II/SENIOR LECTURERS IN PHYSICAL EDUCATION

The MOVEMENT STUDIES DEPARTMENT of the Institute seeks the following from September 1, 1980:

(A) FULL-TIME TENURED APPOINTMENT

A full-time Lecturer in Physical Education is required for September, 1980. The Lecturer will be required to specialise in exercise physiology and bio-mechanics and take charge of the teaching of swimming. Assistance with games with Professional Studies would be an advantage.

(B) FULL-TIME FIXED-TERM APPOINTMENT

Required for ONE YEAR only. The successful applicant will be expected to make a major contribution to games and their associated biomechanical principles. Assistance will also be required in some of the following areas—Sports Psychology, Athletics, Swimming, Outdoor Activities.

(C) PART-TIME FIXED-TERM APPOINTMENT

Required for 0.7 FTE for ONE YEAR only. Applicants should have good experience of teaching the theory and practice of Gymnastics and Tennis. Other areas of expertise would be an advantage.

The successful applicants for all three posts will be expected to take responsibility for some professional studies and for teaching practice supervision.

Salary (full-time): Burnham FE Scale (£4,851 to £9,039 plus London Allowance £609) under review.

Closing date for receipt of applications: June 24, 1980.

Application forms from: R. A. Fennell, Assistant Secretary, Roehampton Institute of Higher Education, Richardson Building, Digby Stuart College, Roehampton Lane, London SW15 5PJ (and these should indicate clearly post A, B or C).

ROEHAMPTON INSTITUTE OF HIGHER EDUCATION

A federation of Digby Stuart, Froebel, Southlands and Whitelands Colleges.

Degree courses offered by the Roehampton Institute are in combined studies leading, at present, to BA, BEd, BH or BSc degrees of the University of London.

LECTURER II/SENIOR LECTURER IN ENGLISH CURRICULUM STUDIES

Required from 1st September 1980 a person to take a substantial share in the teaching of courses in the principles and methods of teaching English in the Middle and Secondary school, both at undergraduate and postgraduate levels. Applicants should have successful relevant school teaching experience, together with research experience or appropriate higher qualification related to some aspect of the teaching of English. The successful applicant will be expected also to contribute to the development of new courses at undergraduate, postgraduate certificate, In-service and Masters' degree levels.

Salary: Burnham FE Scale (£4,851 to £9,039 plus London Allowance £609) under review.

Closing date for receipt of applications: 24th June 1980.

Further details and application forms from: R. A. Fennell, Assistant Secretary, Roehampton Institute of Higher Education, Richardson Building, Digby Stuart College, Roehampton Lane, London SW15 5PJ.

Bulmershe College of Higher Education

Applications are invited for the following post:

Lecturer II/Senior Lecturer in EDUCATIONAL MANAGEMENT

Applicants should have a general interest in the field of educational studies and a particular interest in the management of schools. A higher degree in this field and experience in teaching or in educational administration are required. The successful applicant will share in the work of the Administrative Studies Division which offers M.Phil., M.Ed., B.A., B.Ed. (Hons) courses. An interest in research and/or quantitative studies will be an advantage.

Further particulars and application forms may be obtained from the Deputy Principal (T2), Bulmershe College of Higher Education, Woodlands Avenue, Earley, Reading RG6 1HY. Tel: Reading (0734) 663397. Completed forms to be returned by June 23rd, 1980.

LONDON
BALINT COLLEGE OF HIGHER EDUCATION
LECTURER I IN POLITICS

To teach a range of courses mainly at degree level. Applicants should have a specialism in Western European Politics and of interest in the Politics of the European Community.

Salary: Lecturer I £4,851-£7,557 per annum inclusive of London weighting.

Application forms and further details (please enclose s.a.e.) from: The Administrative Officer (TES), Balint College of Higher Education, Bloomsbury Place, London WC1A 2QA. Closing date: 14 days from appearance of this advertisement.

FOR INFORMATION
on subscriptions to the THES please write to the Subscription Manager, The Times Higher Education Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ

Colleges and Institutes of Higher Education continued

WINCHESTER
KING ALFRED'S COLLEGE
DIRECTOR OF COMPUTER STUDIES

Applications are invited for the post of Director of the University Computer Centre. The successful candidate will have responsibility for the direction and development of the college's computer facilities which are on the verge of major expansion.

The college is seeking to extend the use of computers in its academic research activities and in the teaching of undergraduate and postgraduate students and postgraduate teachers.

The appointment is at Principal Lecturer level £8,400 to £10,005, under review, and will be effective from September 1, 1980, or as soon thereafter as possible.

Further details may be obtained from the Principal, King Alfred's College, Winchester SO22 4NR.

Closing date for applications is 23rd June, 1980.

THE CITY OF LIVERPOOL
COLLEGE OF HIGHER EDUCATION
Mount Pleasant, Liverpool L3 5UZ
Tel.: 051-489 6101

Applications are invited for the following posts from graduates with a good honours degree. Possession of a higher degree and evidence of research or publication is also desirable.

LECTURER II IN THE DIVISION OF SOCIOLOGY

The successful candidate will teach Sociological Theory, Introductory Sociology and another area within the subject to B.A. (Honours) Degree level. Candidates should identify other areas of special interest.

LECTURER II IN THE DIVISION OF RELIGIOUS STUDIES

The successful applicant will be required to contribute to B.Ed. and B.A. Honours Degree courses. A specialism in Judaic religions is required. Candidates should identify other areas of special interest.

These appointments will commence as soon as possible.

Salary: Lecturer Grade II £6,624 to £7,798 (bar); Senior Lecturer £8,166 (bar) to £9,862.

Application forms and further details can be obtained from the Principal to whom completed application forms should be returned not later than 30th June, 1980.

Administration

PORTSMOUTH POLYTECHNIC

Deputy Finance Officer
£8,328 - £9,330 p.a.

Applications are invited from professionally qualified accountants preferably experienced in Local Education Authority Finance. The successful applicant, assisted by a management accountant, would be responsible to the Chief Finance Officer for the preparation of estimates, the closing of accounts, and the day-to-day supervision of a Polytechnic Finance Office.

Full particulars available from Staff Office, Alexandra House, Museum Road, Portsmouth, or by telephoning Portsmouth 27681, extension 317.

Closing date: June 24, 1980.

ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD
Murray Road, St. Paul's Cray, Orpington

Applications are invited for two posts of

ADMINISTRATIVE ASSISTANT

One is related to the development and administration of the Board's examinations in Business Studies and Road Transport and the other concerns personnel. Candidates should possess a degree or its equivalent. For the first post some knowledge of examination techniques in the field of objective testing would be an advantage.

Salary on the scale £4,650 x 180(6)-£5,610.

Further details and application forms which should be returned by 14th June available from the Senior Assistant Secretary, Royal Society of Arts Examinations Board, Murray Road, St. Paul's Cray, Orpington, Kent BR5 3RB (Telephone Orpington 32421).

DUNDEE
THE UNIVERSITY
SENIOR ADMINISTRATIVE ASSISTANT

Applications are invited for the post of SENIOR ADMINISTRATIVE ASSISTANT on the staff of the Secretary of the University. The successful candidate will serve initially as Secretary to the Dental School, working closely with the Dean of Dentistry. Applicants should possess a University degree or equivalent professional qualification, and should preferably have had previous administrative experience.

Salary: Scale (£9,760-£10,624), with initial placing according to qualifications and experience of the successful candidate. Superannuation under University Superannuation Scheme. Grant towards removal expenses to Dundee.

Applications, containing full details of age, qualifications and experience and the names of three referees, and quoting reference 2/35/80/AN, should be sent by 20th June, 1980, to the Secretary to the University, Dundee DD1 4HN, from whom further particulars are available.

DURHAM
DIRECTOR OF THE NATIONAL CENTRE FOR CHRISTIAN EDUCATION

Applications are invited for this new post, established with the Trustees of the Durham College of St. Hild and Bede College, Durham. Considerable scope for initiative.

Salary will be on the scale for University Teachers, in accordance with age and experience.

The appointment will take effect from 1st January, 1981.

Further particulars may be obtained from the Secretary, Hallgarth House, Hallgarth Street, Durham DH1 3AQ.

Applications to be returned by 15th July, 1980.

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd. copies of which are available on request.

Colleges of Further Education

LEICESTERSHIRE
LOUGHBOROUGH COLLEGE OF ART AND DESIGN
Principal: Mr. Douglas Hepworth, A.T.D., M.A., Dipl. Ed., F.R.S.A., F.S.A.

LECTURER II IN DESIGN HISTORY

The post involves teaching B.A.(Hons) and Foundation Course students. Candidates should have good art/design history qualifications, some working knowledge of the craft processes in furniture design and environmental/interior design an advantage.

Written applications on formal signed letter details of qualifications and experience, together with names and addresses of two referees, to the Principal, College of Art and Design, Ashmore Road, Loughborough, Leicestershire, by 30 June. Further details on receipt of S.A.E.

Personal

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MORTGAGES, Remortgages, "Top Ups", 10-14% APR. Martin Lomas, Ltd., Freepost, London NW4 1YD.

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Research Posts

NATIONAL CHILDREN'S BUREAU

2 RESEARCH OFFICERS
1 EXPERIENCED FORTRAN PROGRAMMER

for National Child Development Study

The Bureau has been studying since their birth in 1958 the 16,000 or so young people who are the subjects of the National Child Development Study.

We are now preparing for a Fourth Sweep which will take place early in 1981, and to help in the preparation and conduct of this work we require two research officers with successful research experience in either:—

A. Health and/or family formation.

B. Employment and the labour market: and/or further and higher education and vocational training.

An appropriate degree, the proven ability to write and a sound grasp of statistical concepts are essential qualifications, and a further degree or practical experience in the two areas of work would be an added advantage. An experienced FORTRAN Programmer, preferably a graduate, who has already successfully taken part in significant programme developments is also needed to help with the development and implementation of new survey and file management programmes for the processing of the next stage.

Salary on the scale: £6,386-£8,151

Closing date for return of Application Forms is Monday 23rd June.

Further particulars and Application Forms from Peter Dowdell, National Children's Bureau, 8 Wakley Street, Islington, London EC1V 7QE. Phone (01) 278 6441.

THE QUEEN'S COLLEGE, GLASGOW

SENIOR RESEARCH FELLOW
(£6,385-£8,982)

A Senior Research Fellow is required to investigate innovations in teaching methods in Scottish Central Institutions.

Further particulars and application forms may be obtained from the Personnel Office, The Queen's College, Glasgow, 1 Park Drive, Glasgow G3 6LP. Tel. 041-334 8141, Extension 52.

The Closing Date is: Tuesday, 17th June, 1980.

UNIVERSITY OF EAST ANGLIA
Norwich

JUNIOR RESEARCH ASSISTANTSHIP IN PLANT ECOLOGY: LIFE-CYCLE STRATEGIES OF ANNUAL HALOPHYTES

in the School of Biological Sciences, commencing in September, 1980, and tenable for three years, to assist Dr. A. J. Davy in a NERC-funded project aimed at characterising and interpreting the life-cycle strategies of genetically differentiated populations of annual salt marsh plants. Candidates should hold, or expect to date should hold, at least a good second-class degree in Biology, Ecology or Plant Science and would be eligible to register with the University for a higher degree. The salary will commence at £4,402, rising by annual increments to £5,063 (under review).

Further particulars and an application form may be obtained from the Superintendent of Laboratories, School of Biological Sciences, University of East Anglia, Norwich NR4 7TJ, to whom they should be returned as soon as possible.

LONDON
THE POLYTECHNIC OF NORTH LONDON
DEPARTMENT OF GEOGRAPHY AND GEOLOGY
RESEARCH ASSISTANTSHIP

Applications are invited for a RESEARCH ASSISTANT, BHS in QUATERNARY GEOLOGY, tenable for one year from September, 1980. The work will be concerned with the palynological investigation of Quaternary sediments. Applicants should be recent graduates of geology, geography or botany and should possess some training in pollen analysis. Those expecting to graduate in 1980 are also welcome to apply.

Salary scale: £3,078 to £3,496, plus £609. London allowance.

Further particulars and application forms may be obtained from the Secretary, Department of Geography and Geology, Polytechnic of North London, The Marlborough Building, 383 Holloway Road, London, N.7.

LONDON, SE1
GUY'S HOSPITAL MEDICAL SCHOOL
UNIT FOR THE STUDY OF HEALTH POLICY
DEPARTMENT OF COMMUNITY MEDICINE
GRADUATE POSTDOCTORAL RESEARCH (Economics/Politics/Economy)

Applications are invited for the post of GRADUATE POSTDOCTORAL RESEARCH ASSISTANT in ECONOMICS for three years from 1st September, 1980, or sooner.

The person appointed will be expected to make a major contribution to the work on an interdisciplinary team engaged primarily in the analysis of aspects of labourers and disadvantaged groups in relation to the work on an interdisciplinary team engaged primarily in the analysis of aspects of labourers and disadvantaged groups in relation to the work on an interdisciplinary team engaged primarily in the analysis of aspects of labourers and disadvantaged groups in relation to the study of the health and economic implications of policies for transport, agriculture, housing, etc.

Initial salary will be in the range £4,402-£6,736 (bar) per annum (currently under review) plus £740 per annum London allowance and superannuation according to qualifications and experience.

Further details and application forms can be obtained from Mrs. Ann Oakley, Unit for the Study of Health Policy, Guy's Hospital Medical School, London SE1 9RT, quoting ref. D.1/E. Closing date June 17, 1980. (Quote ref. D.1/E. Tel. 01-407 7600 Ext. 3765).

Overseas

TASMANIAN COLLEGE OF ADVANCED EDUCATION
DIVISION OF TEACHER EDUCATION

LECTURER/SENIOR LECTURER IN CURRICULUM STUDIES
(COMMERCIAL SUBJECTS)

Ref. no. 12480

Applications are invited for the position of Senior Lecturer II, Lecturer I in Curriculum Studies in the area of Commercial Subjects.

Applicants should hold recognized teaching qualifications and appropriate experience teaching commercial subjects in secondary schools. A second or higher degree and experience in preparing teachers of commercial subjects are desirable.

The appointee will be required to play a leading role in the development and co-ordination of the commercial studies sequence in the diploma of teaching and bachelor of education programmes.

Appointment will be made at one of the following levels:

Lecturer I, $A19,923 to $A22,363 per annum.

Senior Lecturer II, $A22,842 to $A24,458 per annum.

Level of appointment and commencing salary will be determined according to qualifications and experience.

Further information and application forms are available from the Personnel Officer.

Applications, quoting reference no. 12480, providing the names and addresses of three professional referees, should be forwarded to:

THE PERSONNEL OFFICER,
Tasmanian College of Advanced Education,
P.O. Box 1214,
Launceston 7250, Tasmania, Australia.

Closing date: July 11, 1980.

UM

THE UNIVERSITY OF MANITOBA

invites nominations and applications for the position of

PRESIDENT with effect from July 1, 1981

The University of Manitoba is a publicly supported institution established in 1877. The enrolment in 21 faculties and schools during 1979-80 was approximately 19,000, including 6,000 part-time. In addition to the main campus of the University, the faculties of medicine and dentistry are located at the Health Sciences Campus.

The criteria to be used in reviewing applications and nominations are a proven record of academic excellence and understanding of, and ability to communicate effectively with, all segments of the University, relevant institutions, and the public; a proven record of administrative experience preferably in a Canadian university setting; strong leadership qualities.

Applications are especially encouraged from women and men who are Canadian citizens, permanent residents, or eligible for employment in Canada at the time of application.

Written applications or nominations will be received in confidence until September 15, 1980, and should be accompanied by a resume of qualifications and addressed to:

Chairman,
Advisory Committee for the Selection of a President,
The University of Manitoba,
Winnipeg, Manitoba, R3T 2N2.

EXECUTIVE DIRECTOR
Vocational and Rehabilitation Research Institute (Calgary)

The Executive Director is responsible for the operation of the institute which is devoted to research and demonstration in the habilitation of handicapped young adults. Primary duties are the development and application of client programs and the management of human and financial resources. The Executive Director reports to the Board of Directors and is chairman of the management committee.

Qualifications:

The candidate is likely to have:

- A doctoral degree in behavioral sciences, education or social welfare.
- Experience in the field of developmental handicapped or rehabilitation.
- Experience in agency administration and management.
- University or college experience desirable.

This is a three year renewable contract with opportunity for joint appointment with the University of Calgary. Compensation commensurate with qualifications and experience.

Send curriculum vitae referring to file no. ET680 to:

Dr. M. Beyer
Vocational and Rehabilitation Research Institute
3304 33rd Street N.W.
Calgary, Alberta
T2L 2A6

Overseas continued

UNIVERSITY OF GUYANA
VACANCIES
FACULTY OF TECHNOLOGY

Applications are invited from suitably qualified persons for the following positions :—

Department of Electrical Engineering

(a) One Professor ;
(b) Two Senior Lecturers ;
(c) Four Lecturers ; and
(d) Three Instructors.

Applicants for the post of Professor must produce evidence of exceptional teaching and engineering research, and good administrative ability. Preference will be given to candidates with a PhD degree.

For the posts of Senior Lecturers, applicants must have at least a second degree and produce evidence of research. They should have adequate industrial experience. Applicants for the post of Lecturer must have at least a second degree and adequate industrial experience. Senior Lecturers and Lecturers will be required to teach in one or more of the following fields: Digital Systems, Communication System, Instrumentation and Control.

Applicants for the posts of Instructors must have a good first degree or Higher Technical Diploma in electrical engineering.

Department of Mechanical Engineering

(a) Senior Lecturer or Lecturer—Strength of Materials, Metallurgy
(b) Lecturer—Engineering Drawing and Design, Workshop and Maintenance Technology.
(c) Lecturer—Mechanics of Machines, Instrumentation and Control Engineering, and
(d) Senior Lecturer or Lecturer—Hydraulic Power and Machinery, Fluid Mechanics.

Applicants for the posts of Lecturers must possess at least a first degree, and be eligible for Associate Membership of the Guyana Association of Professional Engineering. University teaching experience and relevant professional experience would be an advantage.

Applicants for the posts of Senior Lecturers should have at least a Master's degree and a minimum of five years industrial and/or research experience. University teaching experience would be an advantage.

In addition applicants for post (a) should be members or eligible for membership of the Institution of Metallurgists.

Department of Architecture

(a) Lecturer

Applicants must possess a Diploma or Degree in Architecture and have a minimum of three years post-qualification experience.

The successful candidate may be required to carry out teaching duties in one or more of the following subjects : Building Construction, History of Architecture, Design and Drawing Office Practice, Environmental Studies, Building Services.

(b) Assistant Lecturer

Applicants must possess at least a good first degree in Civil Engineering, Architecture Engineering, Architecture, or other related disciplines.

The successful applicant will be expected to teach at Diploma and Degree levels one or more of the following subjects : Construction Technology, Building Services, Design and Drawing Office Practice.

(c) Instructors.

Applicants must possess at least the Higher Technical Diploma (HTD), Architecture and Building Technology (ABT), or equivalent

SALARY SCALES (per annum)

Professor, UA1, G$15,480 by G$600 to G$22,680.
Senior Lecturer, UA2, G$12,360 by G$540 to G$18,360.
Lecturer, UA3, G$9,000 by G$450 to G$14,700.
Assistant Lecturer, UA4, G$8,120 by G$420 to G$6,640.
Instructor, UA5, G$6,640 by G$350 to G$7,560.

Applications (three copies) stating name, date of birth, marital status, qualifications with dates obtained, work experience (with dates), names and addresses of three referees (one of the referees must be your present or last employer where applicable) must reach GEORGETOWN, GUYANA, SOUTH AMERICA, before June 30, 1980. For further information, please contact the PERSONNEL DIVISION, UNIVERSITY OF GUYANA, PO BOX 841.

UNIVERSITY OF GUYANA
VACANCIES
DEPARTMENT OF GEOGRAPHY

1. CARTOGRAPHER

Qualifications :
(a) A degree or equivalent qualification
or (b) Recognized Certificate or Diploma in Cartography plus three (3) years relevant experience
or (c) A degree in Geography plus five (5) years relevant experience
or (d) Prospective graduates with relevant practical experience may also be considered

2. LECTURER

Applicants should have post-graduate or professional qualifications in Urban Planning, Social Planning or Urban Regional Studies.

Salary Scales : (G$2,55 equals U.S.$1)
Lecturer and Cartographer, UA3—G$9 600 x $480—$14,760 per annum.

Benefits include housing allowance (this is taxable), contributory medical and pension schemes and study leave:

Anyone recruited from overseas will receive up to four (4) full economy air fares from point of recruitment (i.e. the himself, wife and unmarried children up to eighteen (18) years of age), limited removal expenses and a settling-in allowance.

Applications (3 copies) stating name, date of birth, marital status, qualifications with dates obtained, work experience (with dates), names and addresses of three referees (one of the referees must be your present or last employer where applicable) must reach the Personnel Section, University of Guyana, P.O. Box 841, Georgetown, Guyana, South America, before 28th June, 1980.

For further information, please contact the Personnel Section, University of Guyana.

UNIVERSITY OF GUYANA
VACANCY
FACULTY OF AGRICULTURE

Applications are invited from suitably qualified persons for the post of LECTURER or SENIOR LECTURER in Biochemistry and Plant Physiology, with effect from September, 1980

The successful candidate will be expected to participate in the teaching programme in the Faculty of Agriculture at undergraduate and post-graduate levels and to supervise post-graduate research.

Preference will be given to applicants with experience in the teaching of tropical crops and whose interests encompass agricultural crops/horticultural crops

Applicants must have a M.Sc. degree plus University experience or a Ph.D. degree. For the post of Senior Lecturer applicants must show evidence of research and publications

He/she will also be required to develop the Biochemical laboratory.

Salary Scales (per annum) :

Lecturer : UA3 - G$9,000 x G$480-G$14,760.
Senior Lecturer : UA2 - G$12,360 x G$540-G$18,360

Benefits include housing allowance (taxable), contributory medical and pension schemes, and study leave. Anyone recruited from overseas will receive up to four full economy air passages (i.e., for himself, wife and unmarried children up to 18 years of age) from point of recruitment, limited removal expenses and a settling-in allowance.

Applications (three copies) stating name, date of birth, marital status, qualifications and dates obtained, experience (with dates), names and addresses of three referees (one of the referees must be your present or last employer where applicable), must reach the PERSONNEL SECTION, UNIVERSITY OF GUYANA, P.O. BOX 841, GEORGETOWN, GUYANA, SOUTH AMERICA, before 21st June, 1980.

General Vacancies

Programme Director: Microelectronics in Education

to underteke the planning, coordination and menagement of the Government-funded development programme on microelectronics in education. The programme is aimed at schools and colleges in England, Welas and Northern Ireland.

The Programme Director will be required to recommend projects to the Education Departments, within an overell programme which he/she will plen.

He/she will be responsible for the coordination of projects to maat tha Programme's eims, for ensuring thair successful execution, and meking arrengements where appropriate for their continuation efter the withdrawal of cantrel funding.

The Programme Director, who will be assisted by a smell staff, will be employed by the Council for Educeltonel Technology, and will be expected to take up the post betwaan Seftember 1, 1980, end Jenuary 1, 1981. A fixad-term contract will be offerad for tha period ending Merch 31, 1984. The salary will be in the range £13,282 to £16,726 and will be subject to ennual review.

Applicants should have experiencé of the education system, en understending of microelectronics end thair likely contribution to educelion, and racent experience of management end edministration.

Latters of applicetion (no form) should be sent by June 29, 1980, lo the Office Manager, CET, 3 Davonshire Street, London W1N 2BA. More details of tha proposed davelopment programme ere aveilabla on application.

CET COUNCIL FOR EDUCATIONAL TECHNOLOGY

pcl
The Polytechnic of Central London

On behalf of the
Higher Instituta of Electronics,
Beni-Walid
Libyan Jamahiriya

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This rapidly developing institute, providing an accelerated three year BSc course taught in English, requires

Professors
5700 - 6300 or 6300 - 7200
or
7200 - 8100 LD per annum

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Subject specialisations include:

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Electronics	Microwave and radar systems

English Language (native speakers with EFL experience preferred).

Academic staff should normally have MSc in subject discipline. Teaching experience preferred.

Contracts initially for 2 or 3 years (first year probationary), including paid overseas bonuses.

Details and application form from Vice Chancellor's Project Officer, The Polytechnic of Central London
309 Regent Street, London W1R 8AL
01 580 2020 Ext. 212
Closing date: 30 June 1980.

University of Cape Town
FACULTY OF MUSIC

DIRECTOR OF OPERA SCHOOL

Applications are invited for the post of Associate Professor and Director of the Opera School, vacant from January 1, 1981. The salary scale, at present R16,000 x 600—R18,600 per annum, is about to be increased with effect from April 1, 1980. In addition, a service bonus of nearly one month's salary is payable annually.

The Opera School, which is incorporated in the South African College of Music, offers a four-year diploma in opera performance.

The Director should be a musician (preferably a singer) of wide interests, capable of organizing the school and teaching all subjects connected with opera performance. He should also have had experience in the production of opera.

The school presents one or two productions annually in University venues.

Applicants should state age, qualifications, experience and give the names and addresses of three referees.

Further information should be obtained from the Registrar, Rochelle (D) Bremner Building, University of Cape Town, Private Bag, Rondebosch 7700, South Africa, by whom applications must be received not later than August 31, 1980.

The University's policy is not to discriminate in the appointment of staff or the selection of students on the grounds of colour, race, religion or gender. Further information on the implementation of this policy is obtainable from the Registrar.

TIME-LIFE is seeking English instructors for Japan. Perfect opportunity for those interested in working overseas. For both (alternative) age an interview on the end of June, contact Paul Hall, Director of Personnel, Time Educational Systems, OHO Bldg 3F, Tokyo 100-94 Japan.

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INSTITUTE FOR HEALTH STUDIES
M.Sc. IN HEALTH ADMINISTRATION

Applicants are invited for the one-year full-time and two-year part-time course in Health Administration. The course has SRHC quota status and is suitable for graduates and for experienced administrators in health service management and research.

Further information and application forms available from Mr. A. Alexander, Institute for Health Studies, University of Hull, Hull, HU6 7RX.

Miscellaneous

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER DIVISION

Application forms and further details of the post of TEACHER/ADVISER (Senior Teachers' Scale) at the Dover Closed Circuit Television Centre from September 1980, or as soon as possible thereafter.

Applications are invited from the Dover area only. Forms are obtainable from the Divisional Education Officer, Cambridge Terrace, Dover to whom they should be returned by June 30, 1980.

For Sale and Wanted

DEVON
COUNTY COUNCIL

Former St. Nicholas School, central Exeter. Freehold. For sale: £60,000. Area 1acre, rooms, two halls.

Detailed The Area Estate Surveyor (Ref), Devon County Council, County Hall, Exeter, EX2 4QW. Telephone: Exeter 77-77, ext. 2887.

OXFORD.—Route for Sale. 5 bedrooms, 2 reception, half-mile city centre, garages, £30,000.—Mr. Hirshwin 01-946 1655 (work) 01-318 3088 (evenings).

REMINDER

COPY FOR CLASSIFIED ADVERTISEMENTS IN THE T.H.E.S. SHOULD ARRIVE NOT LATER THAN 10.00 a.m. MONDAY PRECEDING THE DATE OF PUBLICATION

Announcements

WORLD UNIVERSITY
SCHOOL OF MEDICINE

World University
of the Dominican Republic
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Announces
the opening of a
School of Medicine
in Santo Domingo, Dominican Republic
First Trimester starts in Fall, 1980
Ten trimester program (15 weeks)
Pre-requisites:
* Bachelors Degree or Pre-medical studies
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Applications now being accepted

For information contact:
Dr. Carlos J. Lostra
Admission Office
First Federal Savings Bldg.
Suite 1415-1416
San Juan, Puerto Rico 00909
Tel: (809) 724-3021; 724-6140

Holidays and Accommodation

ARCHAEOLOGY IN ISRAEL.—Digging excavations. A holiday with a difference from £115 inclusive. 4, 2, 10: Cont. N.T. Project, 27, Maze Hill, Brasenose Rd., S.G1. 01-858 1080.

LARGE family house in idyllic hilltop village solitary close to Grasse/Cannes, Alpes-Maritimes, from 1st September, exchange for accommodation London area, preferably north; young adult (sixteen) daughter, well-behaved, very good with children, who does not drink or smoke, wants to learn French. Tel. No. 0705 [illegible]

Union view

Pensions pose problems in Wonderland

The Alice in Wonderland of industrial relations in universities continues this month with a new issue: index-linked vice-chancellors and employers refusing to recommend index-linking for non-teaching staffs' pensions and autonomous vice-chancellors and employers insisting that one university behave autonomously on upgrading appeals with a nod which would have done credit to Joe Stalin himself.

Universities have been refusing their nonteaching staffs a national superannuation scheme for years even though the employers themselves are in a national scheme (USS). This is nothing new and we are used to hearing such words of encouragement as "don't worry, in another 20 years you'll probably merge with USS".

What is new is that guidelines jointly agreed between employers and university unions, and containing a recommendation that individual pension schemes should be index linked in accordance with the Pensions Increase Act, will not be issued as someone, somewhere, has ratted.

On March 7, 1980, the two sides had also agreed to examine "the implications of a national superannuation scheme for nonteaching staff". It now appears that this, too, has been hit on the head and that nonteaching staffs will remain in individual schemes each varying in standard and many actually sub-standard. It is indicative that the major improvements in pensions enjoyed by nonteaching staffs in recent years came because employers were forced to amend local schemes in order to contract out of the state scheme. Oxford University, because it is so poverty stricken, is the only university in the British Isles which is contracted in to the state scheme— so they are completely beyond the pale.

Now another external factor may be a force for change. In the reports on the pay of technicians and manual workers, that poor Professor Clegg identified pension benefits for university nonteaching staffs to be "less generous" than for staff in similar categories elsewhere and this has been corroborated by the Government Actuary.

The university employers wrote, panic stricken, to universities urging them to take steps to avert "a needless general pay increase" in lieu of equivalent pension benefits" which might be recommended by Clegg. One of the major deficiencies was recognized as the "lack of or inferior provision for pension increases" (index-linking). The employers also recognized that for the future index-linking would need to be as of right and not at the discretion of individual institutions even though discretionary increases may have been made over a number of years.

They might well issue this advice to the 26 universities who do not apply contractual index linking, and particularly to those who link their schemes to a 2.5 per cent rise in inflation a year (Keele, Sussex, Warwick). I have heard of ivory towers but this is ridiculous. Those working on the hill, Nottingham, Sheffield, Dundee, Edinburgh and St Andrews will be delighted to hear that inflation is only running at 3 per cent a year and at Glasgow and Lancaster monetary policies must actually be working there as inflation is at 6%. Apparently some employers (index-linked) feel that the country can not afford index-linking and that one day it will all come to a sticky end. So they are only being fair to the nonteaching staffs by not allowing them to indulge in the Looking Glass. Ah, well, those who live in poverty shall dine in poverty.

Now comes the Mad Hatters Tea Party. There was an autonomous university called Lancaster who, some years ago, received from the autonomous vice-chancellors a model document which provided that, where local agreement cannot be reached on an individual's grading claim, the matter should be referred to national level for resolution. Although they did not have to take any notice of this model agreement (because they are autonomous) little Lancaster, in line with most universities, decided to abide by it.

This year a number of regrading cases could not be resolved locally and Lancaster University and the local Nalgo branch jointly referred them to national level with the argument that "all these employees have a right, under the procedure agreement, to have these cases dealt with centrally" and "the university would be grateful if the strongest attempts could be made to achieve some solution as quickly as possible".

So far, so good. The cases were referred to the national negotiating committee last month where the employers' side (or those who were awake at the time) refused to hear them on the grounds that national appeals would undermine university autonomy.

This has happened before. In the case of two universities, the local employers' representative who signed the letter asking for the appeals to be heard nationally, then caught a train to London, and sat on the national employers' side refusing to allow a hearing. Questions have been asked in the House of Commons, and will continue to be, and the matter has been raised with the secretary of state. The general secretary of the TUC invited the vice-chancellors to see reason but reason was felt to be inconsistent with autonomy. Any Bill connected with universities which is put before the House will be blocked until this ridiculous issue is sorted out. Meanwhile, Lancaster has been instructed to be autonomous. So let it be written, so let it be done. The only thing missing in universities is the Queen of Hearts bawling "Off with her head!" but perhaps I should not put ideas. . . .

Rita Donaghy

The author is chairman of Nalgo national universities committee and the trade union side of Central Council for Nonteaching Staffs.

nalgo

Package tour lessons of student fees

Christopher Price

This week the House of Commons debated overseas student fees—a subject of nice irony for both parties. Take this passage, for example: "In this case the party opposite have picked out, for the application of this principle of need, a small category of students who deserve well of this country, who will suffer severely from what is being done and whose sacrifice will, I believe, bring little commensurable benefit to the British taxpayer".

Or this : ". . . possibly the most deserving of all students who come to this country are those whose families scraping the money together over a long period to ensure that the bright boy of the family can get the education they want him to have in Britain. Those are the students who will suffer most. The more those are precisely the people who, so far as I can see, will get no help at all and will have to bear this full burden of this increase."

Or this : "I know from experience that nothing gives us greater advantage in this competitive world than meeting people who have been educated and trained in Britain, because they automatically look first to Britain for the goods they wish to buy . . ."

No, this was not Thursday, June 5, 1980, but Tuesday, February 23, 1967 and the speaker in each case was the late Reginald Maudling, castigating the Labour Government in general and the late Anthony Crosland in particular for saving £5 by creating a differential between home and overseas student fees.

I was sitting behind Mr Crosland at the time, as a novice parliamentary private secretary, having been given the task on December 20, 1966 of slipping in an unnoticed written parliamentary question which ensured that a bewildered academic world, already dispersed and prepared to celebrate Christmas, never woke up to what was happening until they got back to work in January. So I at least have a sense of déjà vu about these matters.

Mr Crosland successfully replied by pointing to vice-chancellors' hypocrisy on this issue—they purported to be against differential fees on the grounds of student hardship, while simultaneously pressing for an undifferentiated increase in fee which would have given them more elbow room in how they used their money, while leaving the overseas students just as badly off.

The apprehension of the economic world in 1967 was based in reality on a less exact but more sure and instinctive feeling—that they could recognize a thin end of a wedge a mile off when they saw one. Thursday's debate was really about what we do now that the sledge-hammerers behind that wedge have succeeded in driving it fully home. These lettersday rundals are neither in education nor in overseas development, they are in the Treasury, that most myopic and xenophobic of all our great departments of state. In spite of the vast machinery in Whitehall designed to ensure that nonministerial MPs and mandarins never meet, I encountered a formidable female, a veritable Vizigoth of a Treasury mandarin, at a conference in Oxford a year or so ago, who informed me, in confident tones of Somervillian certitude, that she would have her way and full cost fees for overseas students would be in before the year was up and how right she was.

However, believe that my Vizigoth lady will be beaten in the longer term : and that unless Britain leaves the Common Market, which I still think is an unlikely event, full cost fees for overseas students will be a transient rather than permanent feature of our academic fiscal life.

Mr Carlisle has already been forced to make a concession to EEC students and though it is a nonsense for the mother country of the Commonwealth to offer cheap fees to Greeks, but not to Cypriots, to Sicilians but not to Maltese, this concession was probably a necessary piece of realpolitik to gain the support of Schmidt and the Germans to a solution to our EEC budgetary difficulties.

The logic of harmonization and the trend of EEC agreements and the Third World countries, is that both are gradually extending beyond a restricted definition of "economic" matters into the social infrastructure beneath. In particular, nondiscrimination agreements are in vogue, though so far they have been restricted to "work" and "training" rather than "study".

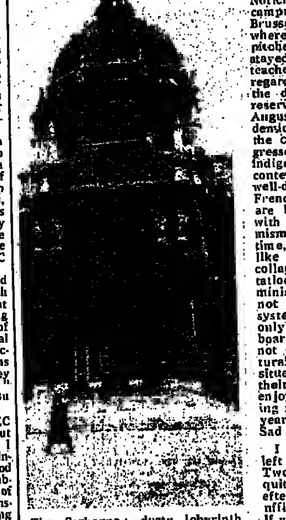
Experience shows that one EEC country cannot remain wholly out of line with its partners for long. I have a feeling that when this increase the Government overreached itself and that in the end the subtle harmonizing straightjacket of the EEC will triumph over Treasury xenophobia, I am not suggesting that either this Government or any successor will make a U-turn on this issue, just a series of gradual concessions to Cyprus here, the Commonwealth there, the Lomé Convention a little later, until only the oil rich countries, Canada and the United States and the non-EEC countries of Europe will be left with "full cost" fees. Then finally they will be allowed in. The decision will remain an object lesson to political science students of the future of a "saving" that did not save money. How you cannot run the account books of education like those of a package tour.

Don's diary

The bad news. My alarm rings and it is 6 am. Four hours of semihour, now imminent, require the final touches. It is dark and cold. In England, it is now only 5 am. The radio offers a choice between France-Inter (without crackle) and Radio 2 (with). True, there is also World Service. But, worthy institution though it is, one finds enthusiasm hard to come by, early on a winter's morning, for Mrs Ghandi's latest response to the Soviet invasion of Afghanistan. Nothing for it but to start work over a warmed-up croissant. Even when life begins again with Radio 4 at 6 to 7 am, it will mainly be "Farming Today".

Now the good news. At 1 pm it will all be over. Not for tha day. For the week (a few shoredle lectures excepted). The French university system treats its teachers as precious objects, to be displayed to the public only on privileged occasions. Naturally in a hierarchical society professors are even rarer. My profession stint over (before respectful audiences, who reasons that what is so scarce must therefore be of value), I can go off to the Bibliothèque Nationale and prepare my next article, write editorial letters to contributors annual and potential, even, perhaps, start reading for next week's classes.

Nor are committees an undue burden. Long years at a new university have trained me to the tortuous habits and torturing pace of "The Committee": ritualistic, charismatic ("I sit on committees, therefore I exist"), or, at least earn my bread. Here, I think, I've managed two lie a half-year and one of them must really be called a working Ferrier at a colleague's home.



The Sorbonne : dusty lobyrinth

Pays de l'Ancsgne? Not quite, though almost. Teaching French literature to the French (though I am constantly surprised at the high proportion of non French students) in French is like playing at Anfield all the time. That attack on coherent or hunc seems fragile. As for the defence, n'en parlons plus. Worse is the predicament of it all. Imagine a Frenthman being sent to Cardiff to coach rugby and you get something of the idea. In bad moments, blame it on the indifferent of one's kind but misguided French friends. The students for their part remain . . . studiously polite.

There are of course rewards. I do not mean the simple pleasures of living, marring, dining in Paris a whole year through. I think of the privilege accorded professors in the University of Paris. They are allowed, for instance, to go into the stacks of the Sorbonne Library. Blessed with no sense of direction, I get lost in the dusty labyrinth during the early days. It was little consolation to be rescued by a fellow prof. I settled for the book-fetchers.

This is not all. You do not only teach, you supervise theses especially at the *maîtrise* level, and in considerable number. You also examine. A few days into the job, and I was approached by a student who needed a viva (soutenance) on her thesis very shortly. It was on an eighteenth century topic and I was the only full-time eighteenth-century specialist, ergo . . . I accepted. Who else would sh with me? No me, I was assured. Where would it be held? That was up to me. After a week's search for a non-existent empty hall, I settled on my flat. Whether, technically, it was a public viva I am still unclear. Mme X might not have brought along a plaque for all I knew. But my colleagues enjoyed me. I spoke to colleagues at other French universities. It perplexed them too. Normally, they said, a *jury* of two was needed. I checked back. No, no, they were wrong. My colleagues were more mature *de conférence*. You need two of them, to check on each other's fallibility. A professor known to such limitations. He acts alone. Divine right lives and flourishes in France. An English colleague assured me that the code still prescribes how many slaps to the face of a recalcitrant candidate a professor may administer with total impunity.

Meantime teaching goes on in buildings tasteless and decrepit. Noticing playing fields on the campus of the Université Libre in Brussels, I was tempted to ask where the Sorbonne football pitches were, but I prudently stayed my hand. French university teachers, all of them civil servants, regard, with well-founded suspicion the deluge of the ministry, which reserves its most painful blows for August when all, including academics, are on holiday. Each year the Counter-revolution to 1968 progresses a little bit more, to the indignation of the Left and the contentment of the Right (two well-demarcated groups among French university teachers). Things are bad. Next year, it is believed with characteristic academic pessimism, they will be worse. Meantime, teaching goes on. Dismayed, like academics elsewhere, at the collapse of yesterday's expectations cynical, as ever, about ministerial motives—yet they are not demoralized. Under a *dirigiste* system life next year, if worse, will only be slightly so. Graffiti, marchboard and plaster—the French do not expect to teach amid architectural delights. For the moment the situation seems stable. Whereas their British counterparts, still enjoying their lawns and counselling services, do not know what this year's budget is, let alone the next. Sad paradox.

I check on how many weeks are left for which to plan courses. Twelve? Thirteen? No one seems quite sure, not even the secretary after telephoning the appropriate official. It seems to be thirteen. But if you want a thirteenth week, it only means one, best ask the planning department a good fortnight ahead, to make sure you can get a room. The message seems clear : thirteen is an unlucky number. If I do run nine I can always use that extension of Paris III—any flat.

Hadyn Mason

The author is professor associé at Paris-III (Sorbonne Nouvelle) for 1979-81. He is also editor of Studies on Voltaire and the Eighteenth Century.

Laurie Taylor

"Sorry, are you finding it a bit stuffy in here. Let's have a little more air. Right, I'd just like to check names once more. Sounds a fit headmasterly I know, but it's the way of getting acquainted.

"So. Going clockwise. Michael. Sheila. Pretty frock, Sheila. Is that Bavarian? Looks like it with all those crocheted dancing bears. Don't know? Never mind, very pretty. Down. Richard, Tracey, Zed and Caroline—Oh, yes, do you prefer Caroline to Carole? Yes? Never easy is it. I had a Judith the other day who got terribly upset whenever anyone called her Judy.

"Good. Well, this week as you'll remember, we're having a look at language and thought. What we mean by each term, the possibility of conceptually separating them, their empirical relationship and their relative causal priority—or to put it in more mundane terms, the degree to which each presupposes the other.

"Now, Michael, why don't you kick us off on this one. What have you been reading on the subject during the week?"

"I wasn't here last week."

"Of course you weren't. Silly of me. Hay fever, wasn't it? Well, can't expect too much from you then. But, why not have a little common-sense crack at it. Speaking as a plain chap, what do you think we mean when we use the word 'thought'? . . . Yes, you Michael."

"Well, it's what you think isn't it? Thoughts."

"Excellent. Straight into the meat of the problem. Now, notice Michael's emphasis upon 'having' thoughts. You don't in fact 'do' thoughts as, for example, you might 'do' violin practice although of course you might do some 'thinking' thoughts and well done Michael for getting us bang on target—are assumed to be distinguishable phenomena. I have a 'thought'. You have a 'thought'. We have 'thoughts'. There is a 'thought for the day', and Pascal actually wrote a book simply called Thoughts.

"But what do these things look like? What shape and weight are they? How long, for example, is a thought? Caroline?"

"Treecy . . ?"

"Yes, Tracey. How long do you think a thought is?"

"I don't think it matters."

"Yeeaa . . . Are . . . Interesting answer. But let's try and unpack a little of what you're saying. Doesn't matter in what way, exactly? For example, suppose I write down 'I believe the moon is made of green cheese' and then 'However, others think it is made of red bananas'. Now how many thoughts are there? Caroline? How many thoughts?"

"None."

"None? . . . Sorry Michael, are you reaching for the ashtray? None, Caroline? Why none?"

"Well, it's not made of either. So there aren't any thoughts."

"Very provocative. That's certainly plunged us into nice deep water. Sorry, getting a bit blowy in here is it, Zed? I'll just inch the window back. Yes, very deep, I mean, is a thought not a thought if it's wrong? Dawn?"

"It isn't a little course."

"What's that?"

"I'm only doing it as an outside option. I'm Economics and we don't have to come to seminars. It's voluntary and you don't have to do the reading or the essays."

"Quite right. Let me make a note. Dawn—Economics. Well, how about you, Sheila? Got an answer for us here?"

"Yes. When we we have to do the essays for this course, could we have the window open again, and we can do the ashtray?"

"OK. Let's take it from there. Now, supposing . . ."

LETTERS TO THE EDITOR

Steering the universities on a new course

Sir,—Last week's editorial (*THES* May 23) made a number of important and seemingly accurate observations about the effects on higher education of the first year of the present Conservative government. Indeed, it appears as if the government has assigned a low priority to higher and further education, and cares little about this sector generally.

However, this is only part of the picture, and if taken in isolation, can produce a misleading impression of policy drift and "benign" neglect. What has also to be understood is that there are groups both inside and outside the universities eager to fill the apparent policy vacuum and already attempting to steer the universities in an altogether new direction. This was the subject of a national conference of the University Staffs Left Group recently held at Sheffield.

In its letter to vice-chancellors dated October 15, 1979, the UGC invited the universities to submit plans for the future in the light of expected financial cutbacks. This fairly innocuous instruction stimulated a number of university authorities, including Sheffield's, to draw up plans which involved not just a simple, across the board reduction of expenditure, but a redistribution of resources to faculties and subjects that are arguably more closely linked to "national economic needs".

Next come the UGC's report on Russian studies (December 1979) recommending the closure of six departments and the phasing out of another six for purposes of "rationalization". By completely ignoring the research activity carried out by such departments this report revealed what amounts to a new perspective on the function of universities, namely the training of manpower.

A similar concept of higher education was recently advanced by the CBI which called for greater economies in higher and further education and a swing towards more "vocational courses" (*THES*, April 25). Meanwhile, the Committee of Vice Chancellors sent a circular dated December 19, 1979, to all universities inviting them to submit a list of selected research projects currently undertaken which make "direct contributions to industry and society". For his part, SSRC chairman Michael Posner, when driven to defend the SSRC's continued expenditure on less immediately useful projects such as a social anthropological study of a vilinga community in Poland, claimed that such "eccentric" allocations "only" amounted to 2 per cent of SSRC's research grant allocations (*THES*, May 23).

Within the space of an academic year these subtle external ideological pressures have succeeded in forcing a climate of opinion within the universities where economic utility, national economic need, labour market requirements are rapidly becoming accepted as the principal and legitimate objectives of universities.

This new perspective on higher education is reflected in the proposals for rationalization produced by several universities and polytechnics, as for example at the University of Lancaster and the North East London Poly where it is principally the departments in arts, humanities and social sciences which are being recommended for closure. The interplay between outside pressures and internal decision making is both subtle and dynamic; internal decision makers are not simply capitulating to external pressures but are clarifying them in order to legitimate their own processes of departmental "rationalization". According to a working party of the University of Lancaster: "If Universities do not themselves develop cooperation and rationalization it will be imposed upon them" (*THES*, May 23).

The new policy on higher education, because that is what it is, has a social structural complement as well. The translation of financial cutbacks into plans for rationalization has encouraged the categorization of university expenditure into essential (academic) and non-essential (non-academic) activities. The latter are quite simply regarded as disposable. The UGC set the scene for this practice in its letter to VCs of January 14, 1980, where it stated that "the recurrent costs of a creche should in no circumstances involve a charge on universities' general income".

Since then debates within universities have raged around the identification of further areas of "non-essential" expenditure, such as catering, student accommodation, sports facilities, audio-visual departments, etc. When taken in its logical conclusion, i.e. when implemented, such a narrow definition of the academic responsibilities of the university will preclude from higher education all those groups, i.e. women, mature students, and students from lower income families, for whom in a more democratic era the Robbins principle was invented.

But, of course, this delineation of charges that should be born by the individual recipient as distinct from society, is entirely consistent with the Government's more general attack on collectivism. If this is the absence of policy, the advent of it should occasion the utmost trepidation.

Yours sincerely,
JOHN KELLY, Psychology,
ANKIE HOOGVELT, Sociological Studies,
Department of Psychology,
Sheffield University.

The future of Lancaster

Sir,—We would like to protest in the strongest possible terms at certain observations you made (*THES*, May 30) concerning the University Development Committee's discussion document on Lancaster's future.

The departments of French studies, German studies and Italian studies are quite separate from that of European studies, which it is proposed to close. Your report prints a complete misrepresentation of what the Development Committee itself says about these three language departments. In particular, under the heading "Problems of Small Departments: German and Italian, the Development Committee states: "German and Italian . . . have been remarkably successful in attracting students in a restricted market . . . they each offer curricula of a kind different from those normally available in this subject, and in both cases the Development Committee believes that assistance to them can be found from within the university. *The Committee recommends that both should be maintained.*"

Both the department of German studies and the department of Italian studies at Lancaster have expanded considerably over the past few years in terms of student numbers; the Italian department now has one of the largest student enrolments in Great Britain. Registrations for German have increased steadily over the years and the quality of students is good. What German and Italian are concerned, when the Development Committee talks of size it is talking of small numbers of staff and not small numbers of students.

The department of French studies, quite a large department, with which the Development Committee report does not concern itself at all, has continued to prosper since the establishment of the university in 1964, attracting good quality students in more than adequate numbers. It offers a thriving postgraduate course and, in conjunction with the department of marketing, teaches an extremely successful French/marketing scheme which depends on A level qualifications that are the highest in the university.

The strengths of the departments of German, Italian and French are such that the Lancaster "Strategy for the 1980s" is not to cut but to maintain them, as the document clearly states. While not in any way defending the Development Committee's report, we would point out that to say that "on the whole languages come out rather badly in the review of operations at Lancaster because of size" is inaccurate and demands some explanation from your editorial desk.

Yours faithfully,
H. W. WARDMAN,
Professor of French Studies,
R. J. GEARY,
Head of German Studies,
P. L. ROSSI,
Head of Italian Studies,
Lancaster University.

Free process of choice

Sir,—We are all aware of the falling birthrate which has brought cataclysmic changes in educational planning and provision. We may be less aware of attitudinal changes evoked by the expected fall in demand for higher education and I write of a recent experience which may be a portent of declining values, even among the self-styled guardians of our culture and learning.

A research studentship was offered by my college (a Scottish control institution) and accepted by a graduate of a local university who had spent two or three years in industry.

On sending the SRC studentship form to the appropriate university professor for completion of the "testimonial" section he prevaricated and, meantime, interviewed the student, applied for an SRC studentship and "persuaded" the student to accept his offer. In the words of the professor this was "an exercise in the free and democratic process of choice".

We hear that engineers in industry lack entrepreneurial skills. Could it be that engineers with such skills have all taken up university appointments?

Yours faithfully,
DAVID A. KENNEDY,
Vice-principal, Dundee College of Technology.

Dichotomy resolved

Sir,—*Mea culpa, mea culpa*. I should have checked my facts. I am glad Martin Warner takes my lapse in good part, and I thank him, Sir Kenneth Dover and Professor Allen (*THES*, May 23) for setting my arcane error so magisterially correct.

But I suspect that as so often the Greeks have the first and last laugh. In what other language are the words for hair-splitting and three-way division so firmly idiomatical?

Yours faithfully,
GREG BROOKS,
School of Education,
Leeds University.

Letters for publication should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

Incompetent teachers

Sir,—Ngaio Crequar in her article on tenure (*THES*, May 23) suggests that most university statutes lay down that teachers may only be removed from office if shown to be guilty of grave misconduct, disgraceful behaviour or physical and mental incapacity.

Why, I wonder, should they not include incompetence in teaching? It seems to me that the Government, through the UGC, presents sums of money to the various institutions mainly for the purpose of teaching undergraduates and postgraduate students. The proportion of the money it awards for research is justified because of the by-product of that research in the teaching function.

The National Union of Students has become recently very critical of the standard of teaching in our universities. Its evidence suggests that some of us are not performing adequately the job we are primarily paid for being. Does not that suggest that our terms of employment should be rewritten to include some minimum standard of competence in teaching? Should we not be more accountable to our institutions and to our students for a proper performance of our duties as university teachers?

The national agreement on probation lays down certain conditions for the performance of teaching duties, but this covers only three years of a potential 40-year career. Would such a standard be acceptable in any other profession?

As an academic I seldom comment on rumour. I prefer to deal with established facts. But I have heard from a number of sources that the Committee of Vice-Chancellors and Principals is not disposed to support the work of the coordinating committee for teaching in universities. I can only assume that this is because of financial pressure upon the CVCP. I hope that these rumours are not true. At a time when the student body is becoming increasingly critical of standards of teaching, it is essential that universities do all they can to foster efficient teaching.

While Ngaio Crequar is correct in focusing upon the problems that might be created by the hypothetical closure of universities, is not the real issue what will be done to those of us who survive?

Yours faithfully,
ALEX MAIN,
Strathclyde University.

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Rationalization, without reason

Future policy for higher education is being discussed more and more in terms of two soggy latinisms, rationalization and selectivity. The first means that your institution/department/self is being closed down and—much more painfully—that the money saved will be spent on exciting developments elsewhere. The meaning of the second depends on the position within higher education occupied by the person recommending more selectivity. The vice-chancellor of a well-established university may regard it as a policy to concentrate resources in universities such as his own even if this has unfortunate consequences for the less well-established. Vice-chancellors reflectively may interpret it as a policy to preserve existing standards in the universities even if this means that the polytechnics and colleges must suffer a disproportionate share of any cuts. Polytechnic directors may see discrimination as a policy which encourages the concentration of resources in the public sector on strong well-established institutions (polytechnics) at the expense of the weaker and less well-established (the colleges of higher education). Principals of the latter interpret selectivity as.... Well, not everyone is keen on the idea.

So far more attention has been given to rationalization than to selectivity. But the second follows the first as night follows day and with similar ambiguity about the proper order of precedence. Rationalization of courses in Russian can only be achieved by discriminating against Strathclyde and in favour of Glasgow. Rationalization of medical education in London can only be achieved by discriminating in favour of St George's and against the Westminster. Rationalization of courses in the public sector can only be achieved by discriminating in favour of polytechnics and against colleges. Yet very little thought has been given to the broad criteria according to which such selectivity would be exercised, and even less to the most basic question of all: is Britain's system of higher education sufficiently selective? Discussion and debate has been almost exclusively focused, as usual, on the nuts and bolts of how rationalization should be applied leaving these much larger questions begging for an adequate answer.

Of course, in one sense British higher education is far too selective. Eighty-six per cent of every generation are effectively excluded from its direct benefits, and within higher education there is a clear quality gradient, matched, although with less emphasis, by a generosity of resources gradient. Yet in another sense our system is not selective enough. The functions of universities (and many other institutions of higher education) remain undifferentiated except in flimsy rhetoric. All aspire to provide undergraduate and postgraduate courses and to conduct research (although this last function is centralized in practice by the research councils, except in the humanities). All university teachers are paid on the same salary scales and salaries in the non-university sector are analogous. Any selectivity exercised by the DES operates at the most general level, and is concerned almost exclusively with the most efficient use of existing and planned resources in the tertiary sectors. It would certainly be possible to devise a more selective system. The best universities could pay their teachers more. They could be given more generous staff student ratios. Some institutions could be prevented from undertaking PhD level work and told to concentrate on undergraduate teaching. All these things happen in California.

Yet there are three powerful objections to organizing higher education on such rigid selective principles. The first is simple. Those who are being discriminated against will resist selectivity to the last ditch—and often successfully. The second is that large-scale selectivity jars with other more highly valued ideas about higher education, for example, the close association of teaching and research. This would probably be loosened by greater selectivity because some institutions would acquire a more substantial research role (tempting them perhaps to neglect teaching), while others would be forced to concentrate on teaching. More is at stake than the mechanical association of teaching and research. Ultimately too much differentiation might threaten the very idea of a university as a liberal and comprehensive institution.

The third objection is again simple. Who should do the selecting? The UGC, of course, can be selective, but the selectivity it exercises is in accordance with the internal values of academic society not in response to the external demands of political society. The universities collectively, either through the CVCP or the AUT, are hardly likely to take the tough decisions required by a policy of selectivity. The DES will continue to shuffle the resources pack. In Britain we have been very successful in devising neutral institutions like the UGC, or Arts Council, which channel public money into activities that must by their nature be autonomous. But we have been much less successful in devising more positive planning institutions—as the public sector of higher education knows to its cost. The result is that the channels of communication through which the messages, of the market or of the politicians, can pass are clogged and narrow.

Yet the case for selectivity cannot be dismissed easily. Universities—and higher education—cannot argue for the comfortable benefits of egalitarianism and homogeneity and against discrimination and selectivity in their identical values and organization, while at the same time claiming all the contrary benefits of extreme selectivity in their relations with the rest of society. Nor, however powerful the philosophical objections to greater selectivity, will the intensely practical dilemmas of today disappear. Britain will still be trying to maintain a high-quality system of higher education in a low growth or even no-growth economy provided over by a Government deeply antagonistic to any extension of publicly provided services. Britain will still be trying to maintain too many world-class universities—so depressing the highest academic standards—and too few popular ones—so continuing to deny educational opportunities to many thousands of young and not-so-young people. For it must never be forgotten that the homogeneity of higher education its commitment to equal (and privileged) treatment for all institutions, acts as a powerful brake on the expansion of the system as a whole.

If our present rather narrow and certainly homogeneous system were replaced by a much more diverse—and, dare one say it, democratic—system, the need for greater academic differentiation would be far more easy to accept. If a liberal and expansive vision of the role of higher education in modern society replaced our present conservative and penny-pinching interpretation, diversity would become a positive quality rather than a code word for discrimination. Cast in a radical rather than conservative mould, a selectivity policy would be more credible and more desirable.

Not everyone, of course, will accept this analysis. But surely everyone will accept that some discussion of these broader issues should take place, that some attempt must be made to establish a context for the future development of higher education. That is not happening today. Instead we are embarking on rationalization—without the reasons.

Why Indian gifts should be suspected

The lobby for the introduction of student loans to replace, or at the very least supplement, the present grants system appears to be gaining strength with every debate on student support. In recent weeks the House of Commons has been told of a new study by civil servants, the Think Tank, has advocated a reappraisal by ministers and the Select Committee on Education has devoted one of its few remaining hours of higher education sessions to evidence from four supporters of loans.

For more than a decade support for loans has been restricted to these groups, despite the existence of some powerful advocates in the Conservative Party. Now, however, the labelling of the four select committee witnesses as eccentrics seems less and less apt.

The onset of level funding has coincided with the near collapse of the discretionary awards system, so permitted, some intellectuals have begun to consider the introduction of loans as a means to redistribute wealth. With the desire for public expenditure cuts as strong as ever and long-standing proponents of loans such as ministerial positions, the likelihood of a major change in the system of student support can no longer be discounted.

A survey carried out in the West Country indicated considerable public support for some element of loans to be introduced and there are now plausible schemes for doing so which satisfy many of the traditional objections. Pay As You Earn, for example, could provide a convenient medium for repayment which would preclude the need for armies of debt collectors and could link repayments to current income—something which other countries' schemes do not permit.

In the lifting of the taboo which has surrounded loans, it would be easy to lose sight of the fundamental drawbacks to watering down the grants system. First, there are practical problems, such as how to recover loans from graduates who emigrate.

Assuming such difficulties could be ironed out, there remains the question of how much money would be saved. In the first years of any scheme it is likely that costs would actually increase since there would be pressure for a higher threshold on the amount students could borrow and no repayments would be made. Even when the savings did start, there is no guarantee that the benefits would be redistributed within further and higher education.

The greatest objection, however, remains the effect on the number of potential students, especially from working-class backgrounds, who are likely to be discouraged from continuing in education. Although participation rates are little different in comparable countries already operating loans, their systems were not introduced at a time of declining numbers and high costs. It is difficult to believe that even a mix of loans and grants would not increase still further the mainly middle-class participation of the student population and exacerbate overall numbers.

Theoretical points about the lifetime wealth of graduates compared to the relative poverty of some taxpayers are not enough to justify changes which might have a drastic effect on a higher education system which is in all state to withstand unnecessary upheavals.

The invisible costs of the telephone

William Taylor

Early deprivation takes many forms. My wife, brought up in a house with a telephone, asserts that those like me who were not, never really come to terms with the instrument. She is probably right. During my formative years the telephone was associated with urgency and emergency. It still is. When corporeal or domestic plumbing showed signs of giving up, it was to the caterer call how that one ran to summon plumber or physician. When there was bad news to impart, or bedside help was called for, it was via the neighbour's phone that the cry came. To be called out of class to receive a phone message caused palpitations as thunderous as to hear at nine that the Head wanted to see one at four.

The idea of the telephone as an instrument for the conduct of normal business, as a convenient saver of time and effort, was totally foreign to me during my first two decades. Any union of conducting routine social conversation by telephone would have been quite incomprehensible. So would the idea of providing pay phones in schools.

So now when the phone rings in home or office, it generates instant and undignified activity. Dripping from the bath, muddy from the garden, halfway through the beouf bourguignon which has taken hours to prepare, coiffured in discussion with academic, academic or African administrators with tight schedules, if the receiver can be snatched from the hook before the ringing stops it will be. Let it ring? Unthinkable.

I once read that efforts in the 1950s to popularize disposable paper towels in some of the formerly occupied countries of Europe failed completely in the face of war-time habits of conserving every scrap of usable paper. Conservationist efforts are by no means new. I have long since learned to neglect the injunctions of childhood to untie the knots, never to cut, always to rail up and put in the string tin.

But somehow the idea has stuck that telephone time is scarce, and that the instrument should be used only as a last resort. So when, as recently, a friendly caller from Down Under asked me to settle down to a discussion of whom, from a list in front of him, might make the most useful United Kingdom contribution to a forthcoming international conference, I found myself ranging out judgments and opinions in a manner that, should it becoming habit-forming, would make me wholly unfit to conduct business according to the more delicate circumlocutions of United Kingdom institutional and domestic decision-making.

To coin a phrase, this condition induces certain forms of situation-specific selectivity which are disfunctional for effective administrative and inter-personal performance. I suspect in my own case it is now incurable, immune to desensitization, to analysis or even to aversion therapy. Although such a condition is easier to live with when a substantial proportion of the population appear to be fellow sufferers, I cannot help feeling that, with the uses to which the telephone is now being put, it will increasingly become a nuisance.

The educational implications of the telephone are only just beginning to be exploited. I can (and do) now go to the library end, with the help of a trained intermediary, summon up by telephone-linked computers more than a hundred date bases containing sources relevant to my current research and writing interests, undertake interactive searches among these sources and order print and microfiche copies of the items I need.

The development of the Post Office's Prestel makes up-to-date information on educational opportunities and vacancies available through the domestic television receiver. The work of the Adult Literacy Support Services Fund has made broadcasters more aware of the possibilities of telephone referral, and its implications in terms of preparation, staffing and tie-ups with other local and national agencies.

The telephone has been used as the basis of individual tutorial systems (and research has been done on its efficiency for this purpose). Telephones linked to tape recorders enable out-of-hours inquiries from potential students and staff to be stored and dealt with: "Hands off" conference telephone units and miniature switchboards have replaced the multiplicity of different telephones that sat at that used to adorn the executive desk.

A lecturer in one university can now make drawings and sketches which are reproduced, via a telephone link, on a screen hundreds of miles away in another. With travel costs through the roof, objections to conducting meetings by telephone—"It's his eyebrows that matter, not what he says"—are more easily overridden. (But those who must see the eyebrows there always the video-phone.) An overseas academic on sabbatical in the United Kingdom told me the other day he had just been appointed to a new post in his home country on the strength of an interview conducted by international conference phone.

But as in so many other areas of life, the technology has leapt ahead before some of us have had time to master the fundamentals. Overcoming childhood associations and learning to enjoy the new possibilities are only part of it. There are easier and more elementary tasks such as acquiring better telephone etiquette.

Telephone behaviour may be a more overall guide to personality but it can be revealing of particular characteristics. I have an indelible memory of an interview many years ago with the then CEO of one of our largest authorities which was interrupted by a long and detailed telephone conversation with the head of an Infant school about the art work of one of her pupils. Eavesdropping on their exchanges did much to show how the man concerned had acquired his formidable reputation for the personal touch.

Perhaps some of us could benefit from telephone training with recorded feedback, such as the person who invariably begins "Can thirty seconds?" and never takes less than 20 minutes.

The rules are simple enough. They are important because the disembodied voice can never provide the sets of confirming or qualifying cues and responses that gestures, eye movements, facial expressions and whole vocabulary of body language convey in face to face conversation. Hence the importance that should be attached to a friendly and courteous restatement of the number one has called, and, where appropriate, the name of the person who has answered; to an enquiry, on the part of a connected caller as to whether one is free to talk about a particular issue or would rather be called back later; to an early and economical statement of the real purpose of the call; to the avoidance of the telephone altogether when a decision is called for which a respondent may require time to consider; to the repetition of key points in different words if there seems any possibility that either caller or respondent has not understood; to avoidance, on both sides of the "Enough of this, I've more important things to do" tone in the exchanges that bring a conversation to an end, and a self-denying ordinance not to use the telephone as a quick way of getting hold of someone whose diary for the day has already been ascertained in chic-a-bloc.

Breaking off a face to face conversation to seize the receiver, however trivial the subject of the call, is itself, of course, a discourteous habit which I find hard to overcome.

Sorry—just heard the phone ringing downstairs. Coming, coming!